

# Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER SCHOOL  
GROSSMONT SECONDARY SCHOOL • MIRUS SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

Laura Barreiro - Member, Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

## ANNUAL BOARD OF DIRECTORS MEETING

Thursday, June 22, 2023, 8:00 a.m.

Via Teleconference Conference at

472 Brush Creek Road, Highlands, North Carolina, 28741, 9655 Granite Ridge Road, Suite 100, San Diego, 92123,  
4179 Middlesex Drive, San Diego, CA 92116, 15548 Firerock Lane, Moreno Valley, CA 92555  
and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009,  
and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno  
Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley  
RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm  
Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita  
RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E.  
Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference will be accessible prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

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This agenda contains a brief, general description of each item to be considered.

Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

### 1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Establishment of Quorum
- 1.4 Pledge of Allegiance
- 1.5 Approval of Agenda *P.1-5*

### 2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

- 2.1 Non-agenda Public Comment
- 2.2 Agenda Items Public Comment

### 3.0 PUBLIC HEARING

*The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School.*

- 3.1 Audeo Charter School II [P.6,1637-1790](#)
  - 3.1.1 Public Hearing for the 2023-2024 Local Control Accountability Plan (LCAP)
- 3.2 Audeo Charter School III [P.7,1806-1958](#)
  - 3.2.1 Public Hearing for the 2023-2024 Local Control Accountability Plan (LCAP)
- 3.3 Audeo Valley Charter School [P.8,1974-2123](#)
  - 3.3.1 Public Hearing for the 2023-2024 Local Control Accountability Plan (LCAP)
- 3.4 Grossmont Secondary School [P.9,2138-2289](#)
  - 3.4.1 Public Hearing for the 2023-2024 Local Control Accountability Plan (LCAP)
- 3.5 Mirus Secondary School [P.10,2304-2455](#)
  - 3.5.1 Public Hearing for the 2023-2024 Local Control Accountability Plan (LCAP)
- 3.6 Sweetwater Secondary School [P.11,2471-2624](#)
  - 3.6.1 Public Hearing for the 2023-2024 Local Control Accountability Plan (LCAP)

### 4.0 CLOSED SESSION

- 4.1 Board Chairman Announcement Regarding Closed Session Items
- 4.2 Public Comment on Closed Session Items

#### MOVE TO CLOSED SESSION

- 4.2.1 Conference with Labor Negotiators  
Agency Designated Representative: Board Chair  
Unrepresented Employee: Executive Director
- 4.2.2 Performance Evaluation
  - 4.2.2.1 Title: Founder, President, and Chief Executive Officer
  - 4.2.2.2 Title: Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 4.2.3 Conference With Legal Counsel—Anticipated Litigation  
Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9: (one case)

### 5.0 RETURN TO OPEN SESSION

- 5.1 Report out of action taken in closed session, if any.

### 6.0 ADMINISTRATIVE ITEMS

- 6.1 Consider Approval of Compensation Comparability Study for Amendment to Employment Agreement for Executive Director Position
- 6.2 Board Chairperson Oral Report Regarding Amendment to Executive Director Employment Agreement
- 6.3 Consider Approval of the Amendment to Executive Director Employment Agreement
- 6.4 Consider Approval of Board Meeting Schedule for 2023-2024
  - Thursday, September 7, 2023, 1:00 p.m.*
  - Thursday, December 7, 2023, 1:00 p.m.*
  - Thursday, March 7, 2023, 1:00 p.m.*
  - Thursday, March 7, 2023, 2:00 p.m.*
  - Wednesday, June 26, 2023, 8:30 a.m.*
- 6.5 Consider Approval of Collaboration and Coordination of Successor CEO Policy 1490 [P.12](#)
- 6.6 Consider Approval of Focus on Teaching and Learning Policy 1410 [P.13](#)
- 6.7 Consider Approval of Research Development and Sharing Policy 1820 [P.14-15](#)
- 6.8 Consider Approval of Declaration of Need for Fully Qualified Educators [P.16-19](#)
  - 6.8.1 Sweetwater Secondary School
- 6.9 Consider Ratification of the Extension of the Term of the Lease for APN # 168-012-04-00



- 6.10 Consider Ratification of the Third Amendment of the Extension of the Term of the Lease for APN # 622-111-50-00
- 6.11 Consider Ratification of the Extension of the Term of the Lease for APN# 0410172350000
- 6.12 Consider Approval of Altus Schools South Bay Charter Renewal Petition [P.20-174](#)
- 6.13 Consider Approval of Altus Schools East County Charter Renewal Petition [P.175-320](#)
- 6.14 Presidents Report
  - 6.14.1 Partners and Collaborators Presentation by Debbie Giaquinta [P.321-326](#)
  - 6.14.2 Graduation Update
- 6.15 Strategic Plan Update
  - 6.15.1 Audeo Charter School II
    - 6.15.1.1 School Participation Report for the Period of 2022- 2023  
Months 8-11: 1/9/2023 – 4/28/2023 [P.327-330](#)
  - 6.15.2 Audeo Charter School III
    - 6.15.2.1 School Participation Report for the Period of 2022- 2023  
Months 8-11: 1/9/2023 – 4/28/2023 [P.331-334](#)
  - 6.15.3 Audeo Valley Charter School
    - 6.15.3.1 School Participation Report for the Period of 2022- 2023  
Months 8-11: 1/9/2023 – 4/28/2023 [P.335-338](#)
  - 6.15.4 Grossmont Secondary School
    - 6.15.4.1 School Participation Report for the Period of 2022- 2023  
Months 8-11: 1/9/2023 – 4/28/2023 [P.339-342](#)
  - 6.15.5 Mirus Secondary School
    - 6.15.5.1 School Participation Report for the Period of 2022- 2023  
Months 8-11: 1/9/2023 – 4/28/2023 [P.343-346](#)
  - 6.15.6 Sweetwater Secondary School
    - 6.15.6.1 School Participation Report for the Period of 2022- 2023  
Months 8-11: 1/9/2023 – 4/28/2023 [P.347-350](#)

## 7.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

### 7.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School for Each School

- 7.1.1 Consider Approval of Meeting Minutes for March 1, 2023, April 27, 2023, and May 18, 2023 [P.351-362](#)
- 7.1.2 Consider Approval of Pupil Attendance Calendar [P.363-374](#)
  - 7.1.2.1 *Audeo Charter School II*
  - 7.1.2.2 *Audeo Charter School III*
  - 7.1.2.3 *Audeo Valley Charter School*
  - 7.1.2.4 *Grossmont Secondary School*
  - 7.1.2.5 *Mirus Secondary School*
  - 7.1.2.6 *Sweetwater Secondary School*
- 7.1.3 Consider Approval of CDE Secondary District Plan and Application for the Work Experience Education (WEE) Program
  - 7.1.3.1 Audeo Charter School II [P.375-379](#)

- 7.1.3.2 Audeo Charter School III [P.380-384](#)
- 7.1.3.3 Audeo Valley Charter School [P.385-389](#)
- 7.1.3.4 Grossmont Secondary School [P.390-394](#)
- 7.1.3.5 Mirus Secondary School [P.395-399](#)
- 7.1.3.6 Sweetwater Secondary School [P.400-405](#)
- 7.1.4 Consider Approval of the Employee Handbook 2023-2024 Amendments [P.406-478](#)
- 7.1.5 Consider Approval of Student Handbooks
  - 7.1.5.1 Audeo Charter School II [P.479-669](#)
  - 7.1.5.2 Audeo Charter School III [P.670-859](#)
  - 7.1.5.3 Audeo Valley Charter School [P.860-1062](#)
  - 7.1.5.4 Grossmont Secondary School [P.1063-1247](#)
  - 7.1.5.5 Mirus Secondary School [P.1248-1451](#)
  - 7.1.5.6 Sweetwater Secondary School [P.1452-1636](#)

## 8.0 ACTION ITEMS

### 8.1 Action Items for Audeo Charter School II

- 8.1.1 Consider Approval of the 2023-2024 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.1637-1790](#)
- 8.1.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2023-2024 and Consider Approval of the Preliminary Operational Budget for FY 2023-2024 [P. 1791-1801](#)
- 8.1.3 Consider Approval of the 2023-2024 Educational Protection Account (EPA) Resolution and Expenditure Plan [P.1802-1805](#)

### 8.2 Action Items for Audeo Charter School III

- 8.2.1 Consider Approval of the 2023-2024 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.1806-1958](#)
- 8.2.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2023-2024 and Consider Approval of the Preliminary Operational Budget for FY 2023-2024 [P. 1959-1969](#)
- 8.2.3 Consider Approval of the 2023-2024 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 1970-1973](#)

### 8.3 Action Items for Audeo Valley Charter School

- 8.3.1 Consider Approval of the 2023-2024 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.1974-2123](#)
- 8.3.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2023-2024 and Consider Approval of the Preliminary Operational Budget for FY 2023-2024 [P. 2124-2133](#)
- 8.3.3 Consider Approval of the 2023-2024 Educational Protection Account (EPA) Resolution and Expenditure Plan [P.2134-2137](#)

### 8.4 Action Items for Grossmont Secondary School

- 8.4.1 Consider Approval of the 2023-2024 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.2138-2289](#)
- 8.4.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2023-2024 and Consider Approval of the Preliminary Operational Budget for FY 2023-2024 [P.2290-2299](#)
- 8.4.3 Consider Approval of the 2023-2024 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 2300-2303](#)

### 8.5 Action Items for Mirus Secondary School

- 8.5.1 Consider Approval of the 2023-2024 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.2304-2455](#)
- 8.5.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2023-2024 and Consider Approval of the Preliminary Operational Budget for FY 2023-2024 [P. 2456-2466](#)
- 8.5.3 Consider Approval of the 2023-2024 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 2467-2470](#)

### 8.6 Action Items for Sweetwater Secondary School

- 8.6.1 Consider Approval of the 2023-2024 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.2471-2624](#)
- 8.6.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2023-2024 and Consider Approval of the Preliminary Operational Budget for FY 2023-2024 [P.2625-2634](#)
- 8.6.3 Consider Approval of the 2023-2024 Educational Protection Account (EPA) Resolution and Expenditure Plan [P.2635-2638](#)

### 9.0 BOARD COMMENTS AND ANNOUNCEMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

### 10.0 ADJOURNMENT

#### Next Regular Board Meeting: TBA

Meeting Agenda available at:

[www.audeo2.com](http://www.audeo2.com), [audeo3.com](http://audeo3.com), [audeovalley.com](http://audeovalley.com), [grossmontsecondarycharter.com](http://grossmontsecondarycharter.com), [miruscharter.com](http://miruscharter.com), [sweetwatersecondarycharter.com](http://sweetwatersecondarycharter.com)

**Accommodation** –Audeo Charter School Non-Profit Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Veronica Ballman, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Allison Fleck at (858) 678-2050 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Hayley Beaupre at (858) 678-3908 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 3252 Bonita Road, Chula Vista, CA 91910; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Hayley Beaupre at (858) 678 -3908.

#### *Certification of Posting*

*I, Angela Neri, hereby certify that I posted this agenda at all Resource Centers and Offices noted above, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School webpages on June 16, 2023.*

## **Audeo Charter School**

**Db**

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School  
Grossmont Secondary School ▪ Mirus Secondary School ▪ Sweetwater Secondary School*

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June 15, 2023

### **AUDEO CHARTER SCHOOL II NOTICE OF PUBLIC HEARING**

The Audeo Charter School Non-Profit Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

#### **TOPICS OF HEARING:**

2023-2024 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:  
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Thursday, June 22, 2023

TIME: \*8:05 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at  
Audeo Charter School Resource Centers and/or via the following link  
Audeo II: <https://audeo2.com/board-and-governance/>

\* The public, open session of the Audeo Charter School Board Meeting will begin at 8:00 a.m.

## **Audeo Charter School**

**Db**

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School  
Grossmont Secondary School ▪ Mirus Secondary School ▪ Sweetwater Secondary School*

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June 15, 2023

### **AUDEO CHARTER SCHOOL III NOTICE OF PUBLIC HEARING**

The Audeo Charter School Non-Profit Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

#### **TOPICS OF HEARING:**

2023-2024 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:  
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Thursday, June 22, 2023

TIME: \*8:05 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at  
Audeo Charter School Resource Centers and/or via the following link  
Audeo III: <https://audeo3.com/board-and-governance/>

\* The public, open session of the Audeo Charter School Board Meeting will begin at 8:00 a.m.

## **Audeo Charter School**

**Db**

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School  
Grossmont Secondary School ▪ Mirus Secondary School ▪ Sweetwater Secondary School*

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June 15, 2023

### **AUDEO VALLEY CHARTER SCHOOL NOTICE OF PUBLIC HEARING**

The Audeo Charter School Non-Profit Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

#### **TOPICS OF HEARING:**

2023-2024 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:  
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Thursday, June 22, 2023

TIME: \*8:05 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at  
Audeo Charter School Resource Centers and/or via the following link  
Audeo Valley: <https://audeovalley.com/board-and-governance/>

\* The public, open session of the Audeo Charter School Board Meeting will begin at 8:00 a.m.

## **Audeo Charter School**

**Db**

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School  
Grossmont Secondary School ▪ Mirus Secondary School ▪ Sweetwater Secondary School*

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June 15, 2023

### **GROSSMONT SECONDARY SCHOOL NOTICE OF PUBLIC HEARING**

The Audeo Charter School Non-Profit Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

#### **TOPICS OF HEARING:**

2023-2024 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:  
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Thursday, June 22, 2023

TIME: \*8:05 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at  
Audeo Charter School Resource Centers and/or via the following link  
GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

\* The public, open session of the Audeo Charter School Board Meeting will begin at 8:00 a.m.



## **Audeo Charter School**

**Db**

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School  
Grossmont Secondary School ▪ Mirus Secondary School ▪ Sweetwater Secondary School*

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June 15, 2023

### **MIRUS SECONDARY SCHOOL NOTICE OF PUBLIC HEARING**

The Audeo Charter School Non-Profit Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

#### **TOPICS OF HEARING:**

2023-2024 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:  
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Thursday, June 22, 2023

TIME: \*8:05 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at  
Audeo Charter School Resource Centers and/or via the following link  
Mirus: <https://miruscharter.com/board-of-directors/>

\* The public, open session of the Audeo Charter School Board Meeting will begin at 8:00 a.m.

## **Audeo Charter School**

**Db**

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School  
Grossmont Secondary School ▪ Mirus Secondary School ▪ Sweetwater Secondary School*

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June 15, 2023

### **SWEETWATER SECONDARY SCHOOL NOTICE OF PUBLIC HEARING**

The Audeo Charter School Non-Profit Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

#### **TOPICS OF HEARING:**

2023-2024 Local Control Accountability Plan (LCAP)

Copies may be inspected at the meeting or:  
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Thursday, June 22, 2023

TIME: \*8:05 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at  
Audeo Charter School Resource Centers and/or via the following link  
SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

\* The public, open session of the Audeo Charter School Board Meeting will begin at 8:00 a.m.

## **AUDEO CHARTER SCHOOL CORPORATION**

### **COLLABORATION AND COORDINATION FOR SELECTING SUCCESSOR CEO POLICY**

Student Success Programs (“SSP”) and Audeo Charter School Corp. (“Audeo”) (herein collectively referred to as the “Organizations”) share a common specific purpose “to support and benefit and carry out the purposes of ... public charter schools ... to provide public education based on the educational and teaching concepts, methods, models, techniques” common to both schools, called the “Altus Model.” SSP and Audeo collaborate and coordinate at a high level to gain economies of scale that best serve their students, further their respective educational goals, provide educational services, and otherwise serve their collective stakeholders. The Organizations share, among other things, personnel, facilities and intellectual property to achieve their common goals. This collaboration and coordination between the Organizations, which is at the core of their success, is facilitated by their shared Chief Executive Officer (“CEO”).

The shared CEO is vital to the synergy of the Organizations, and thus upon the approval of this policy by both SSP and Audeo, it is the position of the SSP and Audeo Boards that SSP and Audeo shall be required to collaborate and coordinate on the hiring of any successor CEO, which should include the interviewing and selecting of a potential candidate. A successor CEO must be approved by *both* Organizations. Such collaboration and coordination align with how the Organizations have previously operated and shall be the way the Organizations continue to operate at a high level.

Any successor CEO will oversee and manage the affairs of both SSP *and* Audeo and take any action necessary to effectuate the Organizations’ charitable purposes, policies, and educational philosophies, including the Altus Model. The Altus Model shapes the philosophies, systems, practices, procedures, and cultures that comprise these Organizations by supporting an innovative approach to personalized education, the professional development of employees, and data-informed change. Such an approach creates sustainable schools and organizations. The Organizations must continue to share the same CEO to properly maintain this unique Model.

## **AUDEO CHARTER SCHOOL CORPORATION**

### **FOCUS ON ACADEMICS AND LEARNING POLICY**

Audeo Charter School II (“Audeo II”), Audeo Charter School III (“Audeo III”), Audeo Valley Charter School (“Audeo Valley”), Grossmont Secondary School (“GSS”), Mirus Secondary School (“Mirus”), and Sweetwater Secondary School (“SSS”) which are operated by Audeo Charter School corporation (“Audeo corp.”), are solely academic in nature. The schools consist of re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. Extracurricular activities, such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics are not a part of the schools’ operational design.

The schools’ sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status (“DASS”)<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment. The confidence gained by working directly with the schools’ instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Audeo corp. schools support this vision and help collaborate to prepare students to better deal with and overcome the personal and social constraints that influence their lives. This model has been sufficiently proven effective and may be replicated.

<sup>1</sup> DASS schools have at least 70% of the school’s total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

## Audeo Charter School, Inc.

### RESEARCH DEVELOPMENT AND SHARING POLICY

#### Research Development and Sharing Policy

The Charter Schools Act of 1992 created charter schools, in part, to be laboratories for research and development to improve public education. The Legislature provides that charter schools “provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently” to: (1) “improve pupil learning”; (2) “increase learning opportunities for all pupils”; (3) “encourage the use of different and innovative teaching methods”; (4) “create new professional opportunities for teachers”; (5) “provide parents and pupils with expanded choices”; (6) and to “provide vigorous competition within the public school system to stimulate continual improvement in all public schools.” (Ed. Code sec. 47601.)

Research, learning, and sharing are at the core of Altus Schools’ success. Within the life of the Altus community exists a school within the school. The school within a school concept has been a part of Altus Schools’ culture for almost 20 years. The high-level training, study, and research takes place -to improve the systems and processes of all the Altus Schools, to support employees at all levels, to create new and better ways of teaching and learning, and to inform those within the schools and community interested in improving America’s public educational system. The Altus Schools focus on teaching teachers and staff how to grow, improve, and gain mastery in the art of teaching and supporting students. The Audeo Charter School, Inc.’s (“Audeo”) Board believes that the learnings derived from this intricate system of teaching and learning is essential to a future that sustains a highly professional and committed educational organization that is vibrantly connected to Audeo’s vision, mission, and charitable trust.

The Chief Executive Officer (“CEO”) (and if applicable, the CEO Emeritus) is encouraged to engage in the preparations of publications, including, but not limited to, high-level manuals, guides, report, books, or digital media on topics such as those relating to memorializing the organization’s historical development, training and on-boarding of employees, professional development training for work within high performance organizations, leadership, preparation for upward positional mobility, or other topics as determined by the CEO (or CEO Emeritus) as needed for Altus Schools. The Board fully supports the broad work that is necessary to fulfill these goals including data analysis, interviews, travel, and other forms of research. The CEO or CEO

Emeritus (if applicable), and appointed Leadership Staff will annually report upon key projects, research and/or findings relating to educational improvement and reform.

Publications that are of a high caliber and which reinforce the high standards of the Altus Schools may be selected by the CEO (or CEO Emeritus) to be formally printed and disseminated both internally and externally. A guide or manual for example, may be sent out for publication. More sophisticated, deeper writings may require a third party to support this work. The Board strongly approves of this effort and the engagement of third parties for continual improvement of Altus Schools. If the final products merits book binding or publication, the Board authorizes the CEO (or CEO Emeritus if applicable) to publish the product for internal use or external sales naming Audeo as the publisher which allows Audeo to utilize the publication(s) for the use and benefit of Audeo's schools as well other educational organizations.

Publication will be considered to be a means of promoting the Altus Schools by sharing its thinking for the good work of educating students, fostering high-performing organizations, developing and expanding culture and a strong sense of pride in the Altus Schools, and further taking actions to locally and nationally promote charter schools and influence the improvement of public education consistent with the intent of the Charter Schools Act.





The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

**ALTUS SCHOOLS SOUTH BAY**  
**Formerly Authorized as**  
**SWEETWATER SECONDARY SCHOOL**

**Charter Renewal Petition Packet to the**  
**Sweetwater Union High School District Board of Education**

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## Affirmations and Declaration

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I, Wade Aschbrenner, hereby certify that the information submitted in this petition for the renewal of a California public charter school named *Altus Schools South Bay* (“**ASSB**”, or “**Sweetwater Secondary School**”, or the “**Charter School**”), operated by Altus Schools Southern California (“Altus Schools”) a California nonprofit corporation, and authorized by the California State Board of Education (“SBE” or the “District”) is true to the best of my knowledge and belief.; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Altus Schools Southern California declares that it shall be deemed the exclusive public school employer of the employees of *Altus Schools South Bay* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

(“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or require a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student [Ref. Education Code Section 47605(e)(4)(A)-

(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090")
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



\_\_\_\_\_  
 Wade Aschbrenner, Lead Petitioner  
 Altus Schools South Bay  
 Formerly Authorized as Sweetwater Secondary School

\_\_\_\_\_  
 Date

# Introduction

---

## **BACKGROUND**

The California State Board of Education approved a charter for Sweetwater Secondary School on July 13, 2017, after the Charter School’s petition was denied by Sweetwater Union High School District. The Charter School was approved for a five-year term from 2017-2022. The charter term was thereafter extended by two years pursuant to Education Code Section 47604.4.

Sweetwater Secondary School is operated by Audeo Charter School corporation. The Audeo corporation is organized and operated exclusively for educational and charitable purposes to and within the meaning of §501(c)(3) of the Internal Revenue Code.

On April 27, 2023 the Audeo Charter School Corporation approved the resolution to effectuate the Restated Articles of Incorporation to change the corporation name to **Altus Schools Southern California (“Altus Schools”)** and change the names of the charter schools operated by the Corporation (**Appendix F**).

Sweetwater Secondary School is now named **Altus Schools South Bay (“ASSB”, or “Sweetwater Secondary School”, or “Charter School”)**.

ASSB<sup>iii</sup> is an independent study, academic intervention program serving grades 7 through 12. Every ASSB student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. ASSB teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

ASSB serves a unique student population. Students choose to enroll at ASSB because they have not been successful in the traditional school system or are looking for a personalized educational environment. Approximately 45 percent of ASSB students are credit deficient upon enrollment, about 75 percent are socio-economically disadvantaged, and 95 percent represent a minority student population. Additionally, approximately 25 percent have been identified as Special Education students.

The focus of ASSB is to improve student learning, offer a safe learning environment, and provide high quality faculty and staff to an often times high-risk student population. ASSB students will be offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Since 2017, ASSB has been a popular option for families in the Sweetwater Union High School District.

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<sup>iii</sup> “Altus Schools South Bay was previously known as Sweetwater Secondary School. All references to Altus Schools South Bay are intended to include the school’s historical name, Sweetwater Secondary School. The historical data shown for Altus Schools South Bay can be found online under the previous name of Sweetwater Secondary School or Sweetwater Secondary.”

**Figure 1. Number of Students Served from Sweetwater Union High School District (SUHSD) from 2017-2018 to 2022-2023**

Number of Student Served from Sweetwater Union High School District						
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*
Students Served from SUHSD	232	313	395	412	458	445

\*YTD as of May 2023

Shown in **Figure 1** above is the total number of students from SUHSD served by ASSB by fiscal year. ASSB has served an average of over 400 students between 2017 and 2023.

**Figure 2. ASSB - Number of Students Redirected to Sweetwater Union High School District from 2017 through 2023**

Students Redirected to Sweetwater Union High School District					
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*
24	39	35	32	37	23

ASSB seeks to create a fluid relationship between its program and SUHSD schools. The re-directive nature of ASSB offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. The number of students redirected back to SUHSD schools each year can be found in **Figure 2** above. ASSB has redirected back to SUHSD approximately 190 unduplicated students since 2017.

**Solid Financial Plan**

The five-year period from July 1, 2017, through June 30, 2022, has shown steady growth in Sweetwater Secondary School’s reserve, from \$1,201,921 as of June 30, 2018, to \$4,042,544 as of June 30, 2022. This represents an average contribution to the Charter School’s reserve of \$568,125 per year. Looking forward, the four-year budget prepared by Altus Schools South Bay’s experienced financial team is fiscally sound with very conservative revenue assumptions and a healthy reserve contribution of \$363,568 in FY 2024-25, \$368,736 in FY 2025-26, \$371,068 in FY 2026-27 and \$371,887 in FY 2027-28.

The budgetary and financial results, which reflect its value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly engaged staff and meet the educational needs of students. The revenues all trend favorably from FY 2017-18 through FY 2021-22. The Charter School maintains financial stability through prudent monitoring of budgeted expenses and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year.

The Charter School prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leaders compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows the Charter School to make effective decisions and to ensure fiscal solvency. Altus Schools South Bay develops a budget that supports the goals of the Charter School. When developing the annual budget, factors such as student populations, past years’ experience and trends, need for new services,

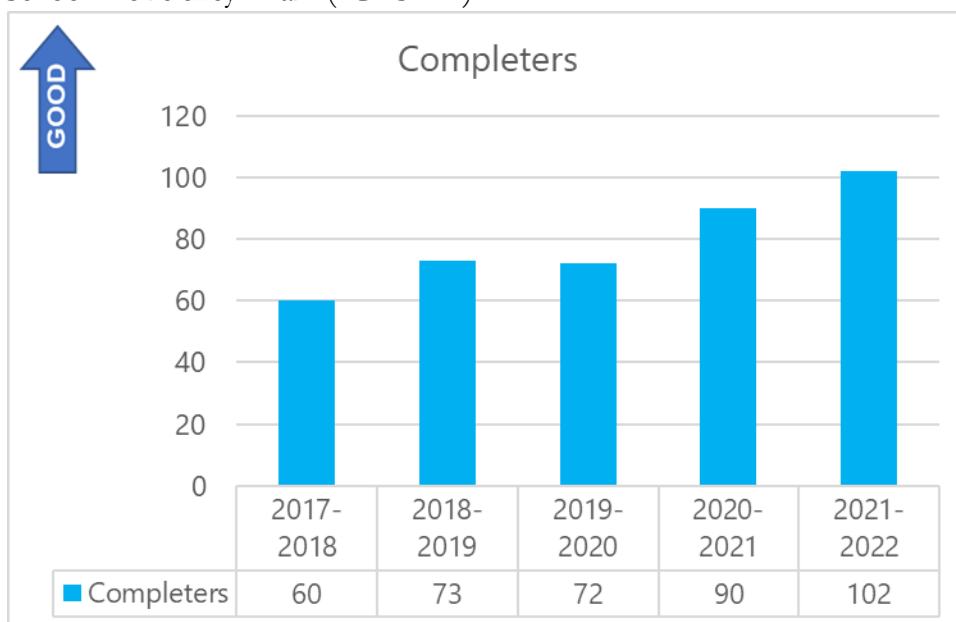
expansion and curtailment of existing services, estimated revenues and proposed expenditures, as well as strategic initiatives are considered. The budget is monitored and revised through the fiscal year to ensure that it depicts the financial operations, current obligations and goals are met.

In addition, since the beginning of the operation of the Sweetwater Secondary School in 2017, the operation and financial audits have been consistently clean with no audit findings.

### **ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM**

Some of Sweetwater Secondary School’s accomplishments over the prior charter term include:

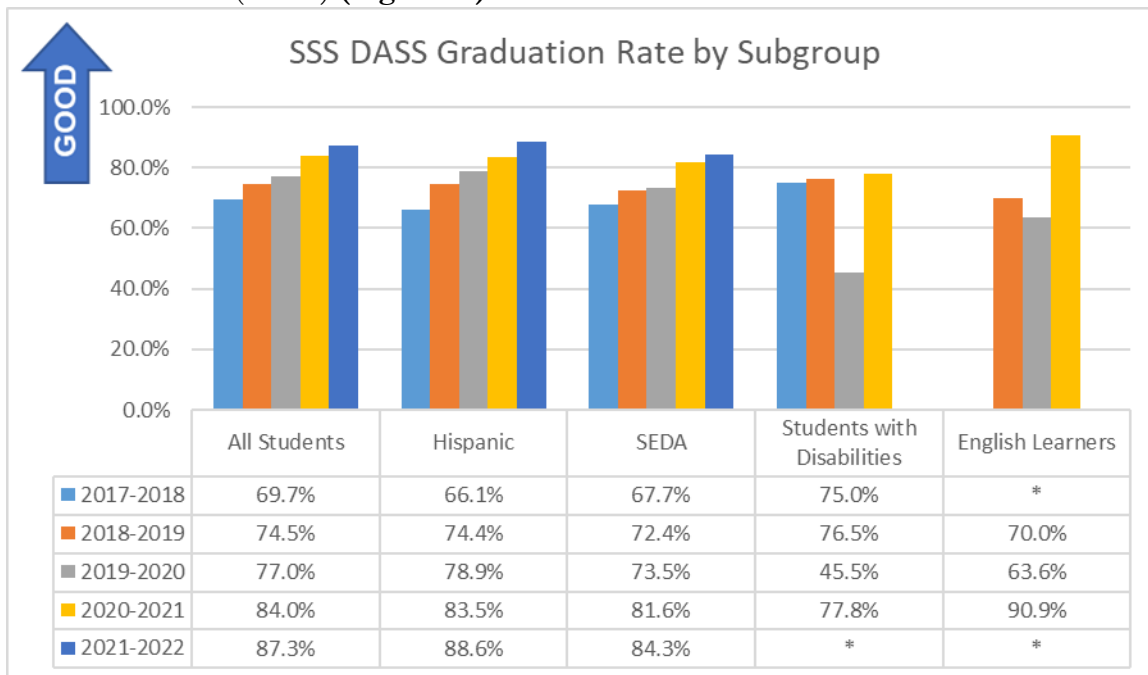
- In the last five years, almost 400 Sweetwater Secondary students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma (“GED”), High School Equivalency Test (“HiSET”) or California High School Proficiency Exam (“CHSPE”))



- ASSB has consistently been in good standing with its authorizer and the CDE has determined that ASSB is in compliance with the ASSB charter petition and the MOU between the California State Board of Education and ASSB each year since its establishment in 2017.
- ASSB has consistently Met all Local Indicators on the Dashboard **(Figure 11)**.
- ASSB outperformed comparable DASS schools (schools students may otherwise attend in the district or communities served) in the CAASPP SBA Assessments in English Language Arts/Literacy and Mathematics in both Distance from Standard and proficiency rates **(Figures 3-10)**.
- ASSB exceeds the San Diego County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math **(Figures 3-10)**.

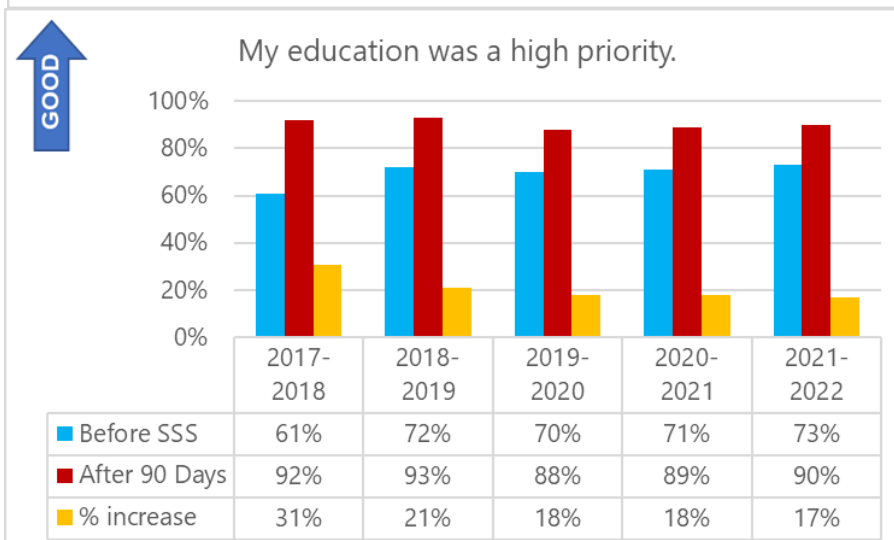
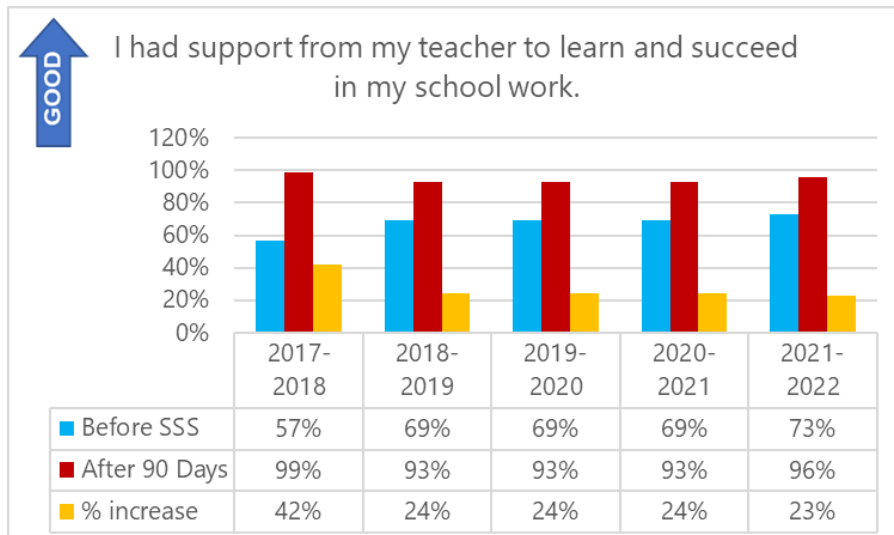


- One of the greatest accomplishments for ASSB over the preceding five years has been raising the DASS Graduation Rate for All Students (17.6%), Hispanic students (22.5%), and SED students (16.6%) **(Figure 16)**.

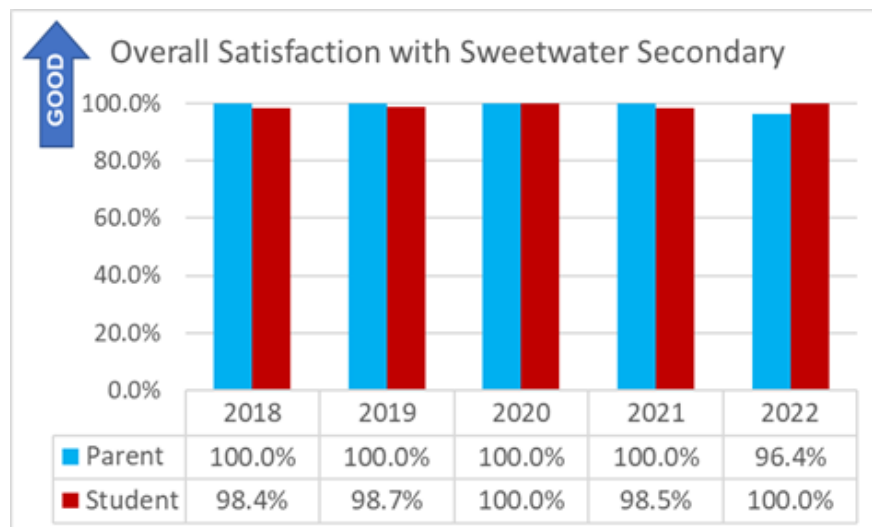


- As a DASS school, Sweetwater Secondary has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of ASSB students who enroll are behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. **(Figure 17)**.
- Over the last five years, ASSB has exceeded the 84% participation target rate for All Students every year and in 2022 All significant subgroups **(Figure 18)**.
- ASSB continues to provide a safe and supportive learning environment for all the students it serves. ASSB’ educational setting allows students to focus on academics and learn positive behaviors as reflected by ASSB’s nearly 0% suspension and 0% expulsion rates over the last five years **(Figures 19-20)**.
- Over the last five years Sweetwater Secondary students expressed double digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. **(Figures 23-24)**.
- Increases in student confidence, as shown in the charts below, apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and outlook that their education at ASSB will improve their future.





- ASSB annually surveys its parents and students as one of many ways to gather feedback on their experience at ASSB. Overwhelmingly, ASSB students and parents continue to indicate their satisfaction with ASSB (**Figure 26**).



- In 2022 ASSB achieved a 9.4% Chronic Absenteeism rate. This was 17.8% lower than the San Diego County DASS Schools Average and 46.5% lower than the State DASS average. **(Figure 22)**
- In 2022 ASSB Dashboard result for English Learner Progress was 9% higher than the county DASS average and 9.4% higher than the state DASS average. **(Figure 21)**
- Over the past five years ASSB has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 97.5% **(Figure 25)**
- Over the past five years ASSB has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 95% **(Figures 26)**
- In June 2020, ASSBS received a 6-year “Clear” Western Association of Schools and Colleges (“WASC”) term. This is the highest term granted by WASC **(Appendix N)**.
- ASSB has a fully approved set of University of California (“UC”) A-G courses. UC has approved several new and revised GSS courses during the current charter term **(Appendix O)**.
- ASSB has 8 fully developed CTE Career Pathways with 3 more under development which includes the following:
  - Design, Visual and Media Arts
  - Business Management
  - Environmental Resources
  - Hospitality, Tourism and Recreation
  - Software and Systems Development
  - Patient Care
  - Public Safety
  - Child Development
  - Animal Science - *in development*
  - Criminal Justice Administration - *in development*
  - Teacher Education - *in development*
- ASSB currently has 8 courses articulated for college credit:
  - Entrepreneurship 1, 2
  - Child Development 1, 2

- Design Careers 1, 2
- Environmental Sustainability 1, 2
- Hospitality Tourism and Recreation 3, 4
- Information and Communication Technology 1,2
- Health Science Concepts 1, 2
- Photography 1, 2
- The National Collegiate Athletic Association (“NCAA”) has approved several new and revised courses during the current charter term **(Appendix P)**.
- ASSB has implemented 9 AP Courses **(Appendix Q)**. The following AP courses are open to all students:
  - AP World History 1, 2
  - AP US History 1, 2
  - AP Human Geography 1, 2
  - AP Psychology 1, 2
  - AP Environmental Science 1, 2
  - AP Calculus AB 1, 2
  - AP Literature & Composition 1, 2
  - AP Language & Composition 1, 2
  - AP Spanish Language and Culture 1, 2
- In June 2021, ASSB implemented the AVID program both as an AVID Elective and AVID Schoolwide Program ASSB LCAP was developed and unanimously approved by its Board of Directors. ASSB consistently meets the schools’ targets that are aligned to the 8 state LCAP priorities **(Appendix E)**.
- ASSB has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. ASSB was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools **(Appendix Y)**.

### **JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS) CHARTER SCHOOL**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term — Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Due to the suspension of the Dashboard in 2020 and 2021 for the COVID-19 pandemic, charter schools cannot be placed into performance categories as contemplated by AB 1505.

The CDE can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, the use of colors, or performance levels, using two years of data will not be reported. The 2022 Dashboard will use one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

### **Sweetwater Secondary School Dashboard State and Local Indicators (2022)**

The following charts reflect the Charter School’s 2022 Dashboard performance indicators:

#### The Charter School’s Dashboard State Indicators - 2022

Indicator	Status
Chronic Absenteeism	Medium
Suspension Rate	Very Low
English Learner Progress	Medium
Graduation Rate	Very Low
English Language Arts	Low
Mathematics	Very Low

The Charter School’s Dashboard Local Indicators - 2022

Indicator	Status
Basics: Teachers, Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

***Dashboard Alternative Status School Renewal Criteria***

ASSB has been approved for the Dashboard Alternative School Status (DASS) program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. ASSB has been a DASS Active School for the 2018, 2019, 2020, 2021 and 2022 Dashboards. ASSB is currently listed as a DASS Active School by the California Department of Education (**Appendix K**).

The three performance categories described above do not apply to charter schools like ASSB, which have been approved as Dashboard Alternative Status Schools, though the law does require a review of Dashboard data. Rather, according to Education Code Section 47607(c)(7):

In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school’s performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school’s term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used.

The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

ASSB’s greatest achievements are those of its students. As detailed in the “DASS Charter School Renewal MOU Criteria” below, ASSB has shown increases in pupil academic achievement across several indicators. These metrics include state and local indicators on the Dashboard as well as alternative metrics. Pursuant to Education Code section 47607, in preparation for charter renewals of DASS schools, ASSB collaborated with the Authorizer and developed mutually agreed upon indicators and alternative metrics to be used for renewal criteria (**Appendix L**). These metrics are identified within the “DASS Charter School Renewal MOU Criteria” below. ASSB has demonstrated based on its overall academic achievement outcomes that the school is a high-performing DASS school compared to similar DASS schools in the district and communities it serves. ASSB also exceeds county DASS schools averages as well as the state DASS schools averages for several indicators as demonstrated in the section below.

<i>DASS Charter School Renewal MOU Criteria #1</i>	
<b>State and Local Measure</b>	CAASPP (SBA) ELA Dashboard Distance from Standard
<b>The target has been</b>	MET

*Figure 3. Academic Indicator ELA (All Students) Distance from Standard*

<b>CAASPP Dashboard Academic Indicator ELA DFS--All Students</b>					
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Sweetwater Secondary	-12	-3.2	COVID	COVID	-15.2
MAAC Charter	-189.4	-162.7	COVID	COVID	-157.7
Alta Vista Academy	***	***	COVID	COVID	***
Palomar High	-123	-132.1	COVID	COVID	-161.9
Sweetwater Community Day	***	***	COVID	COVID	***
SD County DASS Avg	-77.7	-68.8	COVID	COVID	-90.8
State DASS Avg	-94.6	-81.2	COVID	COVID	-114.7

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

In accordance with the criteria identified in the ASSB' DASS Renewal MOU addressing results on the CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) for students enrolled as of CBEDS the schools' target is to either exceed the county DASS schools Average or exceed the state DASS schools' average. ASSB calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. ASSB received a -15.2 DFS for all students on the 2022 Dashboard Academic Indicator in ELA. With the three-year gap between the release of the 2019 and 2022 Dashboard this represents ASSB new baseline for status and change which will resume for the 2023 Dashboard. ASSB's 2022 ELA DFS result on the Dashboard was over 75 pts higher than the San Diego County DASS average and almost 100 pts higher than the DASS state average (**Figure 3**). This result also outperforms the other comparable DASS schools serving the same region, such as MAAC Charter, Alta Vista Academy, Palomar High, and Sweetwater Community Day.

<i>DASS Charter School Renewal MOU Criteria #2</i>	
<b>State and Local Measure</b>	CAASPP (SBA) Mathematics Dashboard Distance from Standard
<b>The target has been</b>	MET

*Figure 4. Academic Indicator Math (All Students) Distance from Standard*

CAASPP Dashboard Academic Indicator Math DFS--All Students					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sweetwater Secondary	-108.9	-95.7	COVID	COVID	-120.3
MAAC Charter	-215.4	-235.8	COVID	COVID	-227
Alta Vista Academy	***	***	COVID	COVID	***
Palomar High	-179.9	-180.6	COVID	COVID	-224.7
Sweetwater Community Day	***	***	COVID	COVID	***
SD County DASS Avg	-159.7	-157.5	COVID	COVID	-157.3
State DASS Avg	-178	-162.7	COVID	COVID	-164.6

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

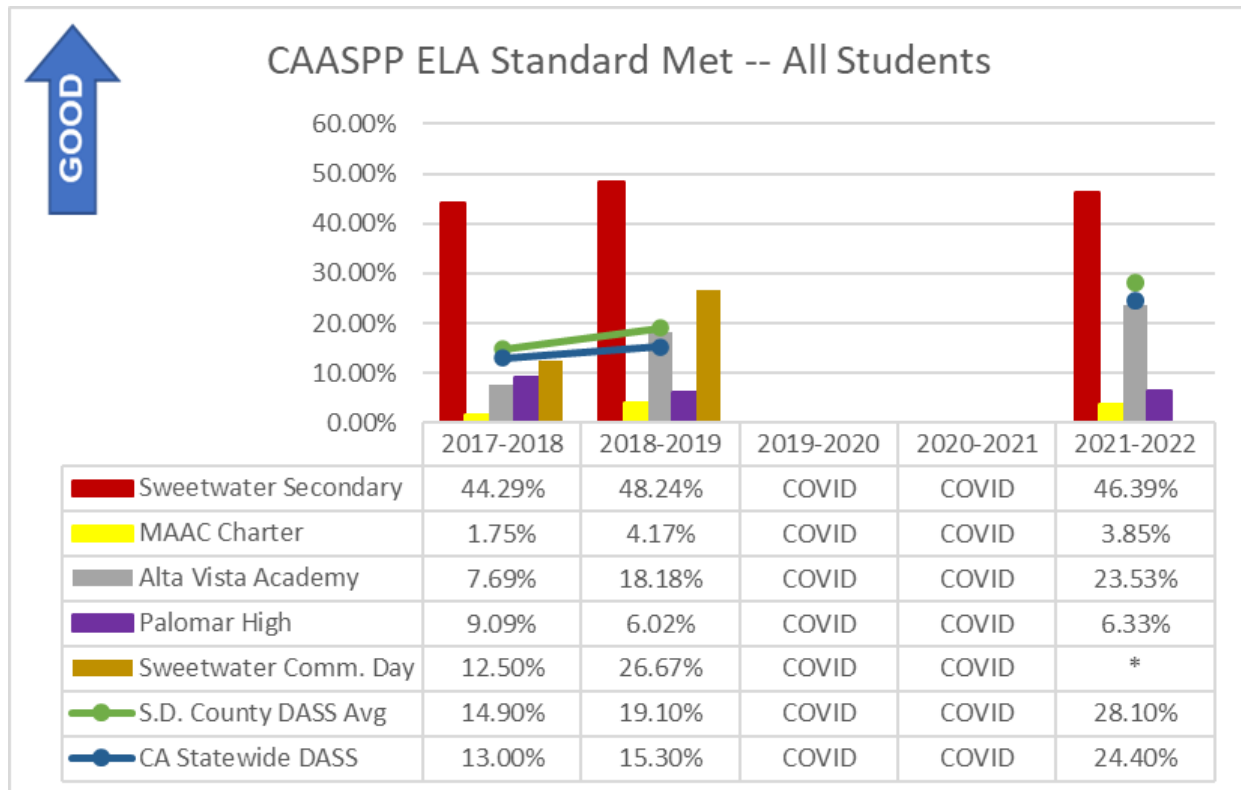
Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

The target identified in the Sweetwater Secondary's DASS Renewal MOU Criteria addressing results on the CAASPP SBA Mathematics assessments Distance from Standard (DFS) is for students enrolled as of CBEDS to either exceed the county DASS schools Average or exceed the state DASS schools' average. ASSB calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. ASSB received a -120.3 DFS for all students on the 2022 Dashboard Academic Indicator in Mathematics. With the three-year gap between the release of the 2019 and 2022 Dashboards, this represents ASSB new baseline for status and change which will resume for the 2023 Dashboard. ASSB's Math DFS result on the Dashboard was over 37 pts higher than the San Diego County DASS average and over 44 pts higher than the statewide DASS average (**Figure 4**). This result also outperforms the other comparable DASS schools serving the same region as ASSB.

<i>DASS Charter School Renewal MOU Criteria #3</i>	
<b>State and Local Measure</b>	CAASPP SBA Assessments ELA Proficiency Rate
<b>The target has been</b>	MET

*Figure 5. CAASPP ELA Proficiency – Standard Met or Exceeded (All Students)*





\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

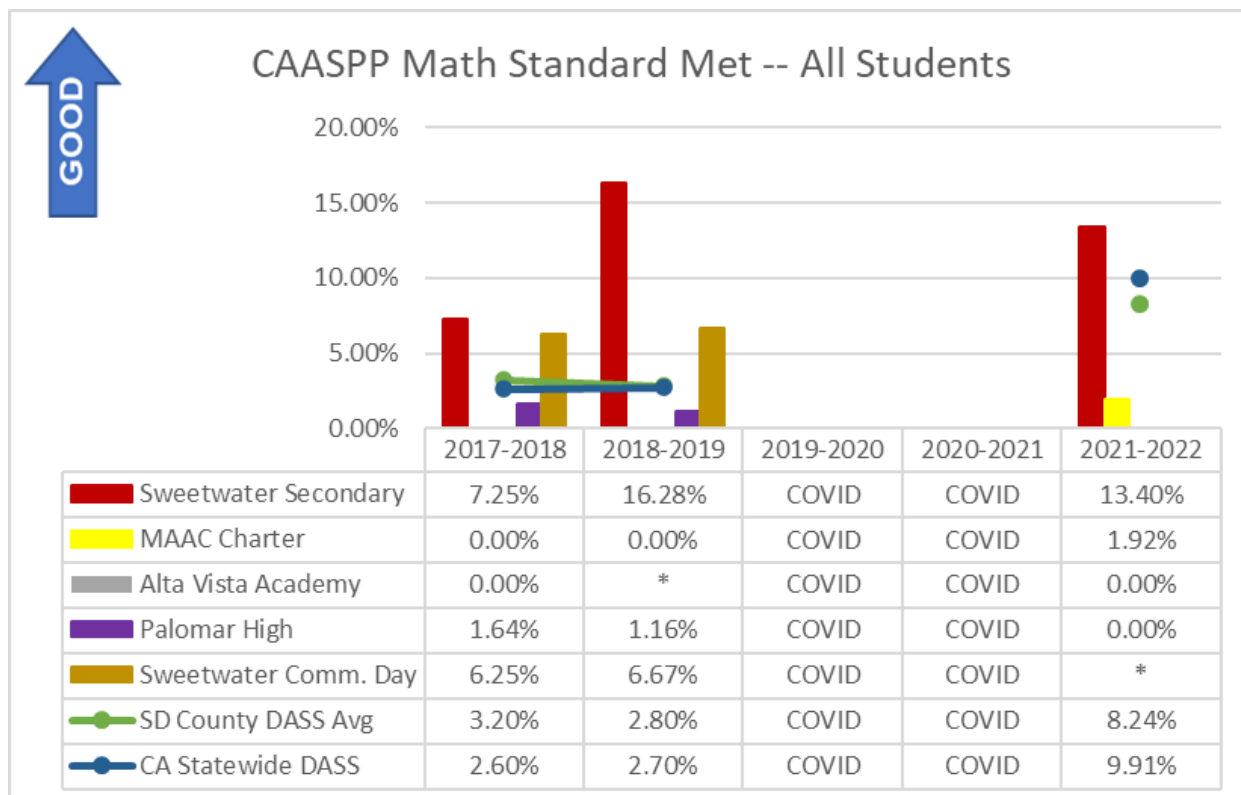
CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. The target identified in the Sweetwater Secondary’s DASS Renewal MOU addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in ELA. ASSB calculates its results for all students and subgroups against the San Diego County and statewide DASS school’s average proficiency rates utilizing the CDE’s CAASPP Research files and the CAASPP Results website.

For the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing*) ASSB exceeded both the San Diego County and statewide DASS averages in ELA proficiency % for CAASPP ELA Standard Met each year (**Figure 5**).

<b>DASS Charter School Renewal MOU Criteria #4</b>	
<b>State and Local Measure</b>	CAASPP SBA Assessments Math Proficiency Rate
<b>The target has been</b>	MET

**Figure 6. CAASPP Math Proficiency – Standard Met or Exceeded (All Students)**





\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

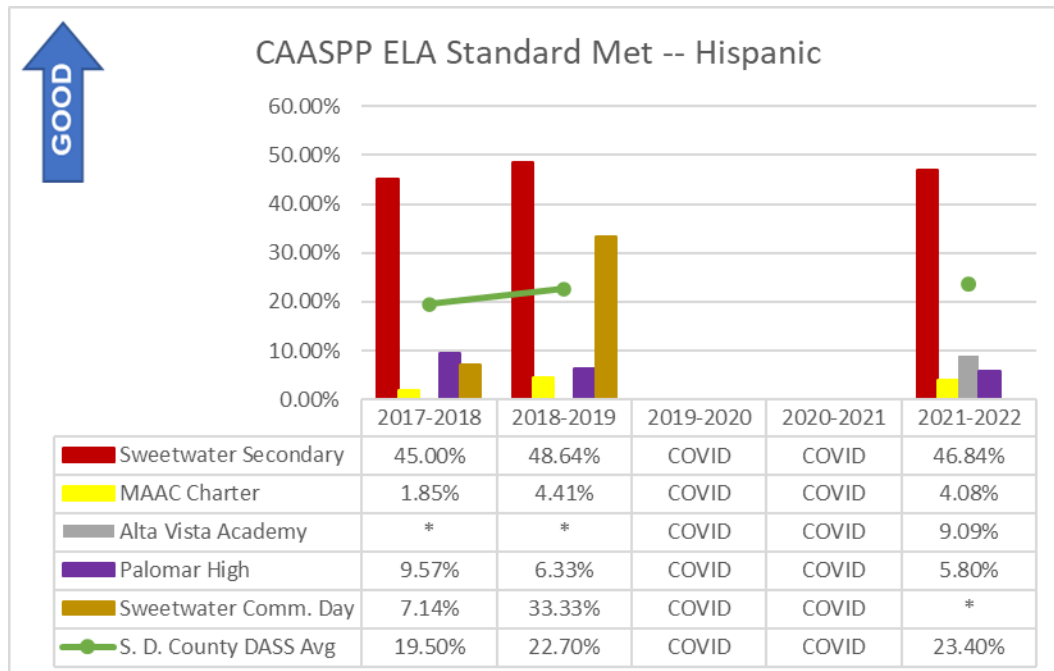
Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. In 2022, San Diego County DASS schools’ average proficiency rate for Mathematics was 8.24% and statewide the rate was 9.91%. ASSB’s Math Proficiency rate in 2022 was 13.4 %, higher than either the County or Statewide result.

The target identified in the Sweetwater Secondary’s DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments proficiency results is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in Math. For the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing*) ASSB exceeded both the San Diego County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met **(Figure 6)**.

<b>DASS Charter School Renewal MOU Criteria #5</b>	
<b>State and Local Measure</b>	CAASPP (SBA) Proficiency Rate for Significant Subgroups in both ELA and Mathematics
<b>The target has been</b>	MET

**Figure 7. CAASPP ELA Proficiency – Standard Met or Exceeded (Hispanic Students)**

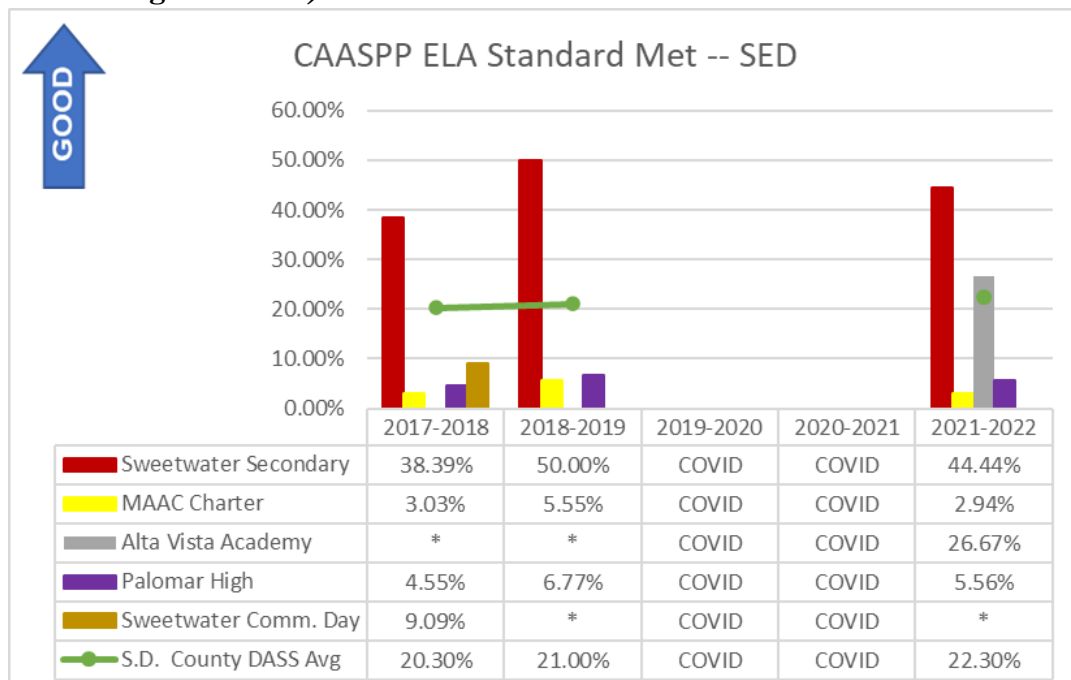


\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

**Figure 8. CAASPP ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)**

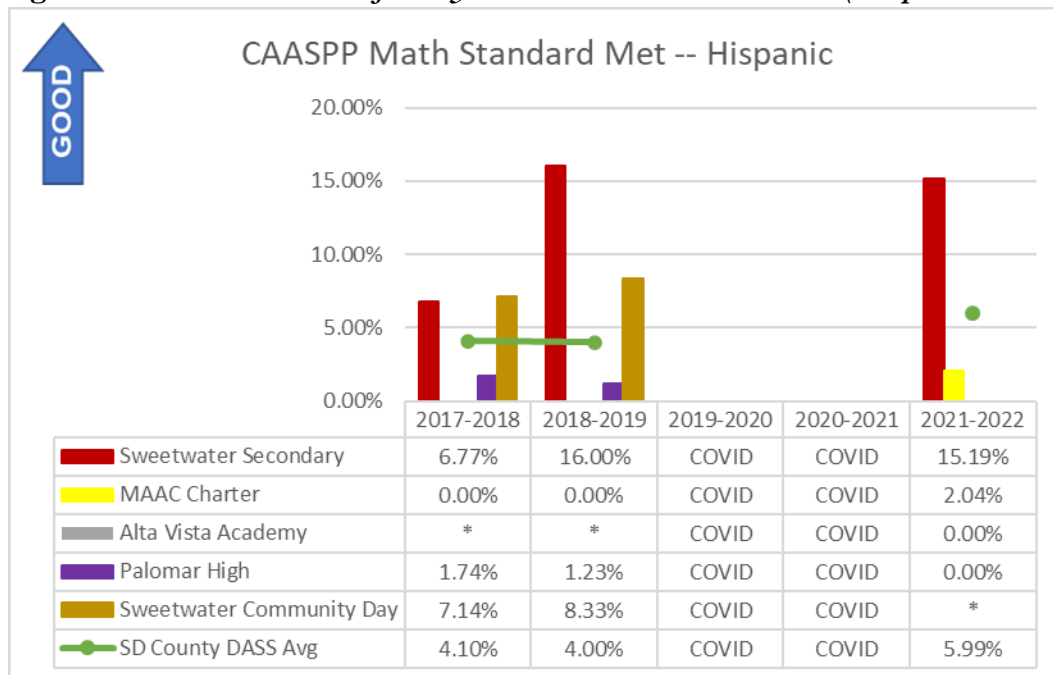


\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

Figure 9. CAASPP Math Proficiency – Standard Met or Exceeded (Hispanic Students)

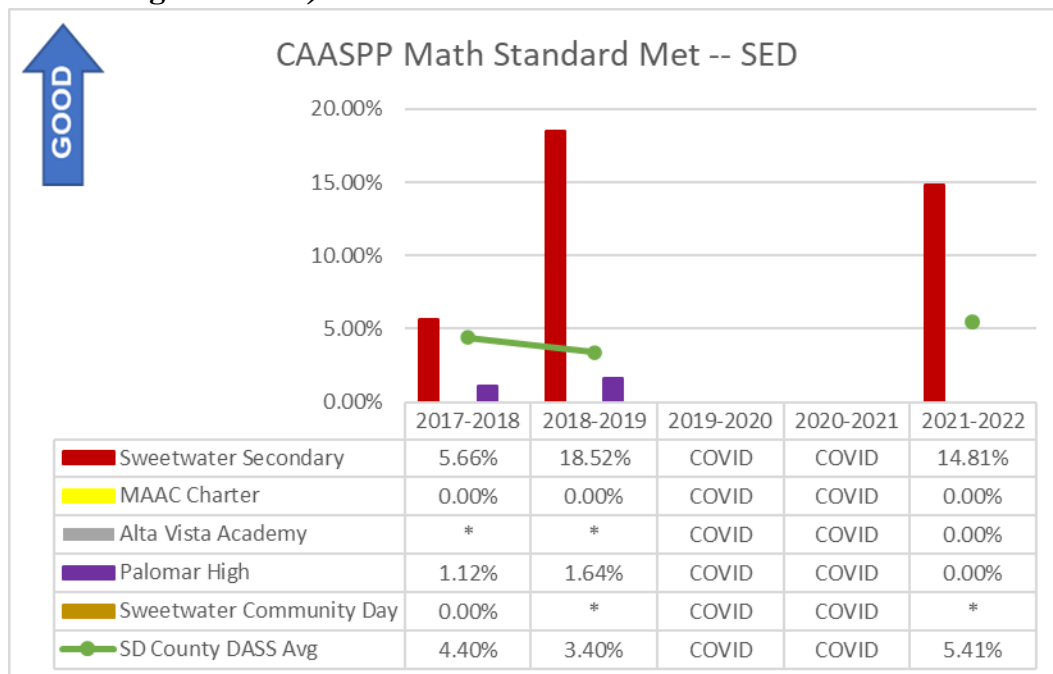


\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

Figure 10. CAASPP Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)



\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

ASSB's DASS Renewal MOU also addresses results on the CAASPP SBA ELA and Math for the significant subgroups that ASSB serves. The two significant subgroups on the CA Dashboard for ASSB are Hispanic and Socioeconomically Disadvantaged (SED).

In ELA, the percentages (45%--48%) of Hispanic students who met or exceeded the ELA standard, was more than double the San Diego County DASS percentages for proficiency on ELA each year (**Figure 7**). For SED students, the ASSB percent standard met were between 19% and 29% higher than the San Diego County DASS percentages for proficiency on ELA each year (**Figure 8**). ASSB also overwhelmingly outperforms DASS schools that students may otherwise attend in the in the South Bay community in ELA for all students and for significant student groups.

In Math the percentages (6.77%--16.0%) of Hispanic students who met or exceeded the Math standard, was more than double the San Diego County DASS percentages for proficiency on Math in 2019 and 2022 (**Figure 9**). For SED students, the ASSB percent standard met and higher (5.66% to 14.81%) also more than doubled the San Diego County DASS percentages for proficiency for SED students in Math in 2019 and 2022 (**Figure 10**). ASSB also outperformed the other DASS schools in Math in the South Bay community for all students and for significant student groups.

#### *DASS Charter School Renewal MOU Criteria #6*

<b>State and Local Measure</b>	Local Indicators
<b>The target has been</b>	MET

**Figure 11. Dashboard Local Indicators**

Local Indicator	2018 Result	2019 Result	2020 Result	2021 Result	2022 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Local Climate Survey	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met

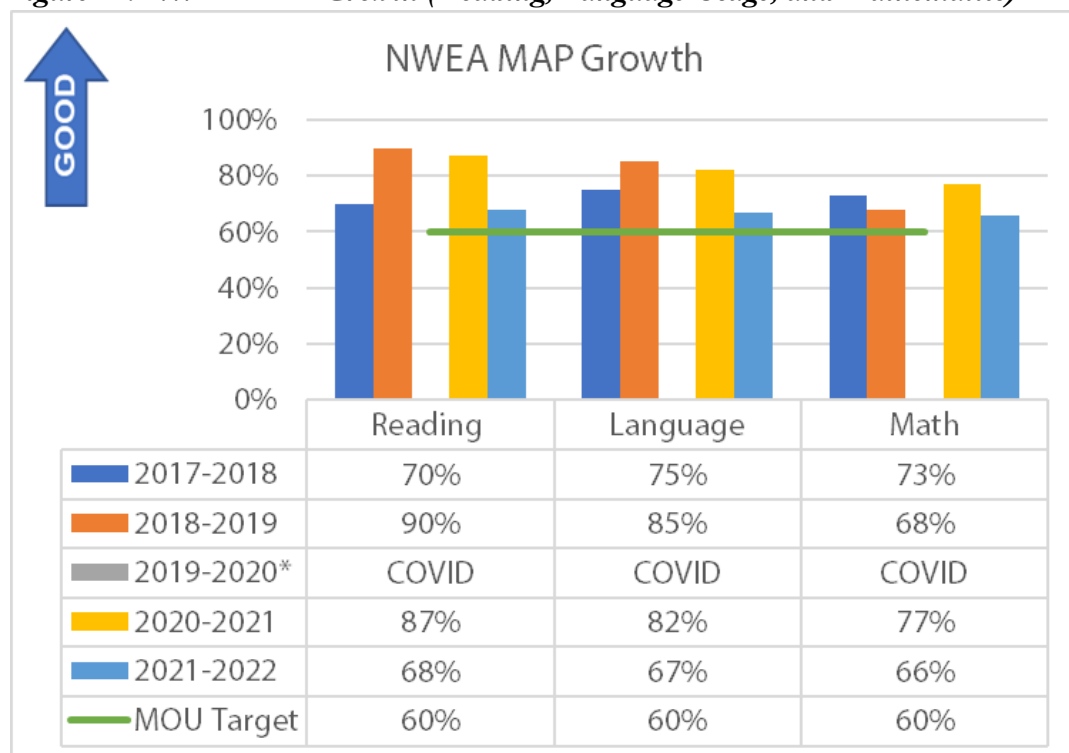
Source: <https://www.caschooldashboard.org/>

Included in ASSB's DASS Charter School Renewal Criteria is to Meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. As demonstrated above, ASSB met standards for all local indicators in 2018, 2019, and 2022. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEAs reported to the CDE but no Standard Met/Not Met were released by the CDE.*

<i>DASS Charter School Renewal MOU Criteria #7</i>	
<b>State and Local Measure</b>	NWEA MAP Results
<b>The target has been</b>	PARTIALLY MET

In addition to the mandated state assessments in ELA and math, ASSB utilizes the NWEA Measures of Academic Progress (“MAP”) as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered to students to identify initial grade level proficiency. Over the last five years, on average, students are entering ASSB 1-2 grade levels behind in reading and 2-3 grade levels behind in math.

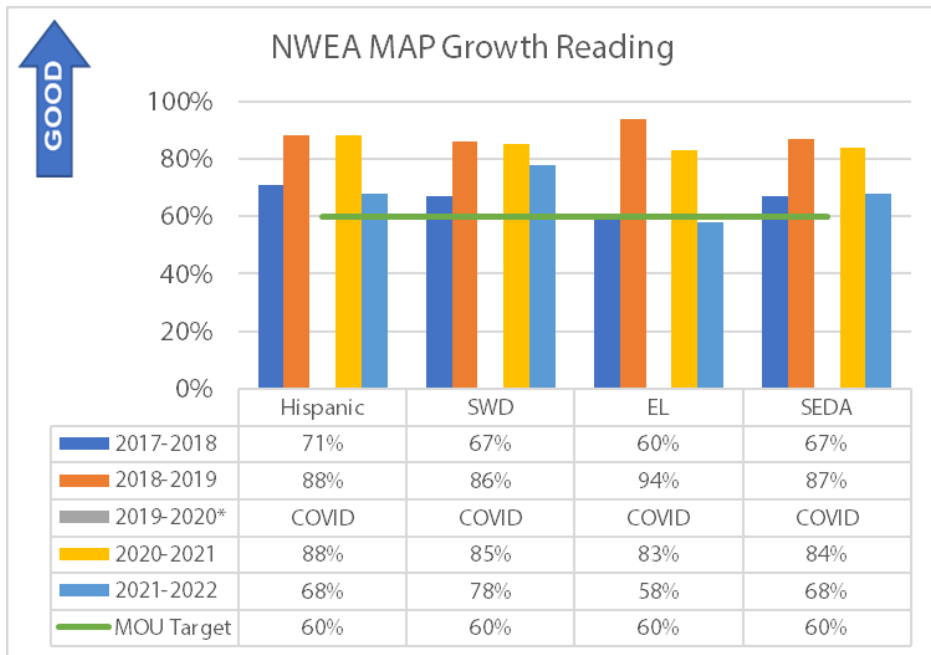
**Figure 12. NWEA MAP Growth (Reading, Language Usage, and Mathematics)**



Source: NWEA MAP Growth Reports (2017-2023)

Each year, ASSB administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the fall and spring semesters. Each year ASSB serves a new group of students making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students’ fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring to determine students’ growth from the Fall. ASSB’s target for MAP growth as identified in the Charter School’s DASS Renewal MOU is that 60% of students will meet their MAP growth target. ASSB has surpassed this target in Reading, Language Usage, and Mathematics each of the past five years (excluding 2019-20 when spring administration was cancelled due to COVID).

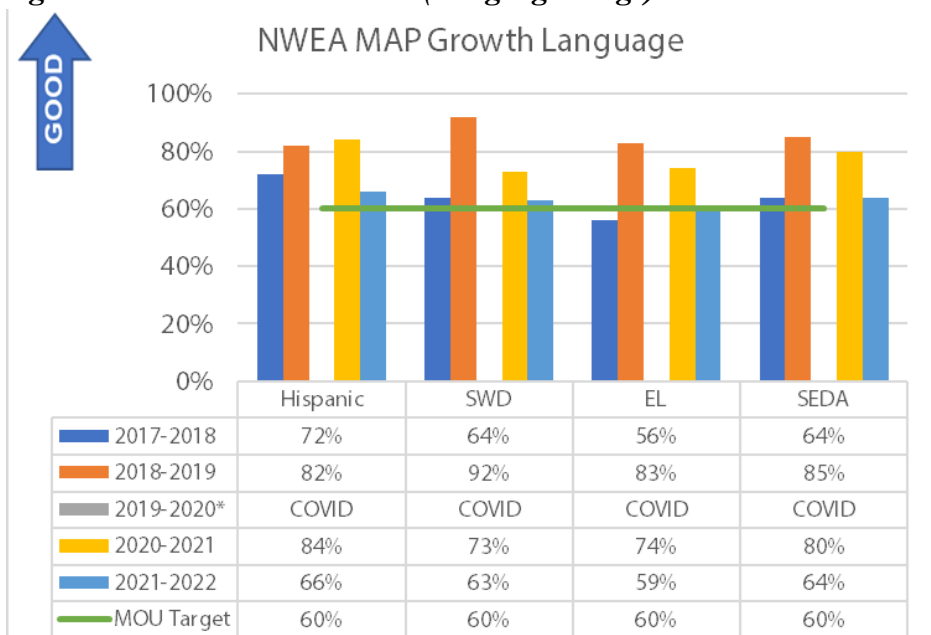
**Figure 13. NWEA MAP Growth (Reading)**



Source: NWEA MAP Growth Reports (2017-2022)

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at ASSB. Overall, from 2017-2018 through 2021-2022, 15 of 16 (94%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading. Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities exceeded the growth target each of those years in Reading while English Learners exceeded the growth target in 3 of 4 years. (Figure 13).

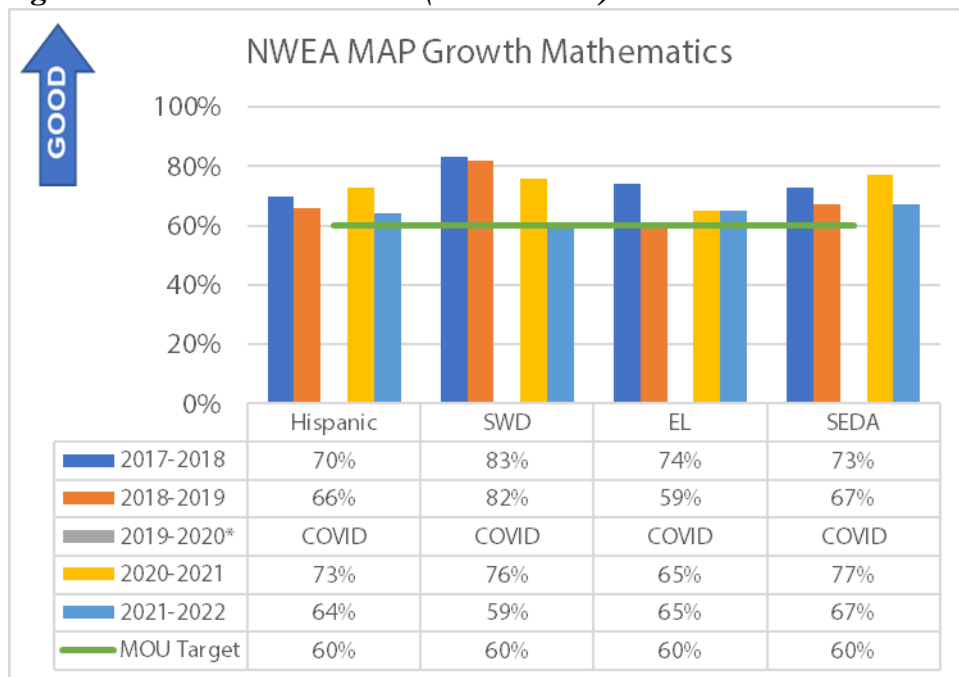
Figure 14. NWEA MAP Growth (Language Usage)



Source: NWEA MAP Growth Reports (2023)

Over the past five years, 14 of 16 (88%) of all significant student groups at ASSB met or exceeded the 60% DASS Renewal MOU growth target in Language (**Figure 14**). Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged student groups exceeded the growth target each year.

**Figure 15. NWEA MAP Growth (Mathematics)**



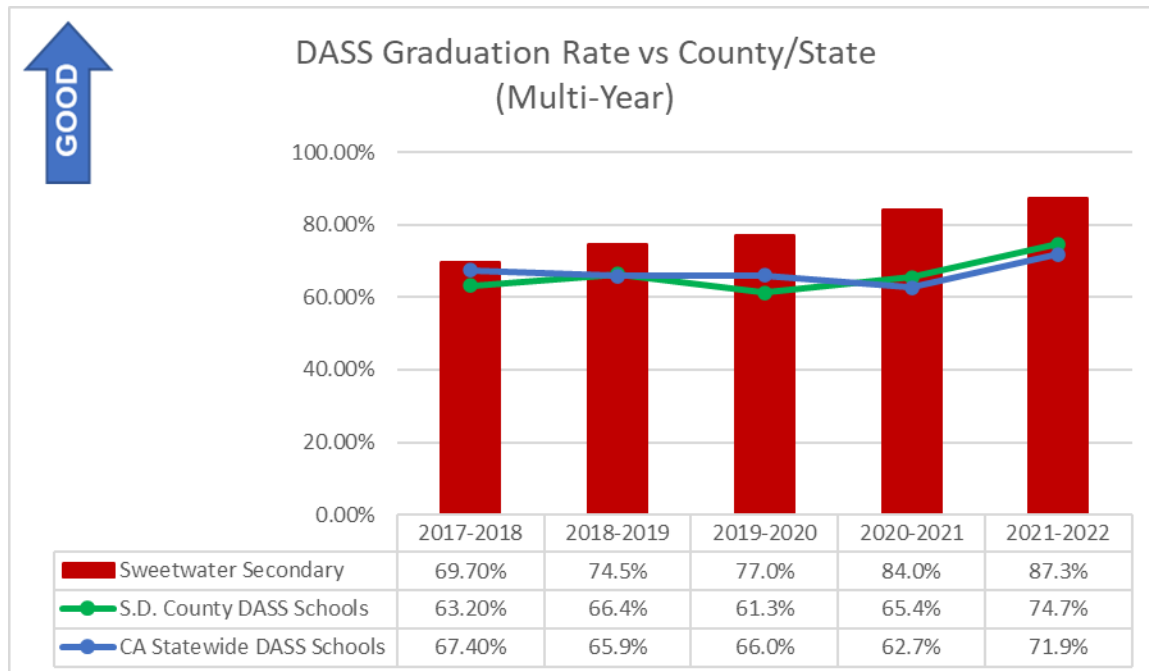
Source: NWEA MAP Growth Reports (2023)

Over the past five years 14/16 (88%) of significant student groups at ASSB have met or exceeded the 60% growth target in Mathematics. From 2017-2018 through 2021-2022 both Hispanic and Socioeconomically Disadvantaged student groups all Met or Exceeded the 60% DASS Renewal MOU growth target in Mathematics each year while both Students with Disabilities and English Learners each met the growth target in 3 of 4 years (**Figure 15**).

<b>DASS Charter School Renewal MOU Criteria #8</b>	
<b>State and Local Measure</b>	DASS Graduation Rate
<b>The target has been</b>	MET

**Figure 16. Multi-year DASS Graduation Rate –County/State DASS Schools Averages Comparison**





Source: California Dashboard Data Files (2022); <https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp>

The DASS Graduation Rate is one of the DASS Schools Renewal MOU Criteria for ASSB. The Charter school may meet this in one of two ways: Exceed the county DASS Schools average or exceed the state DASS schools’ average. For the past five consecutive years, ASSB has exceeded both the county and state DASS averages on the DASS Graduation rate (**Figure 16**).

<b>DASS Charter School Renewal MOU Criteria #9</b>	
<b>State and Local Measure</b>	One-Year Dropout Rate
<b>The target has been</b>	MET

**Figure 17. One-Year Dropout Rate**

<b>One-Year Dropout Rate</b>					
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>All Students</b>	3.9%	2.9%	2.7%	1.9%	3.6%
<b>Goal</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2022)

ASSB enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite 57% of ASSB’ students enrolling credit deficient (*one or more semesters behind*) and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last five years (**Figure 17**).

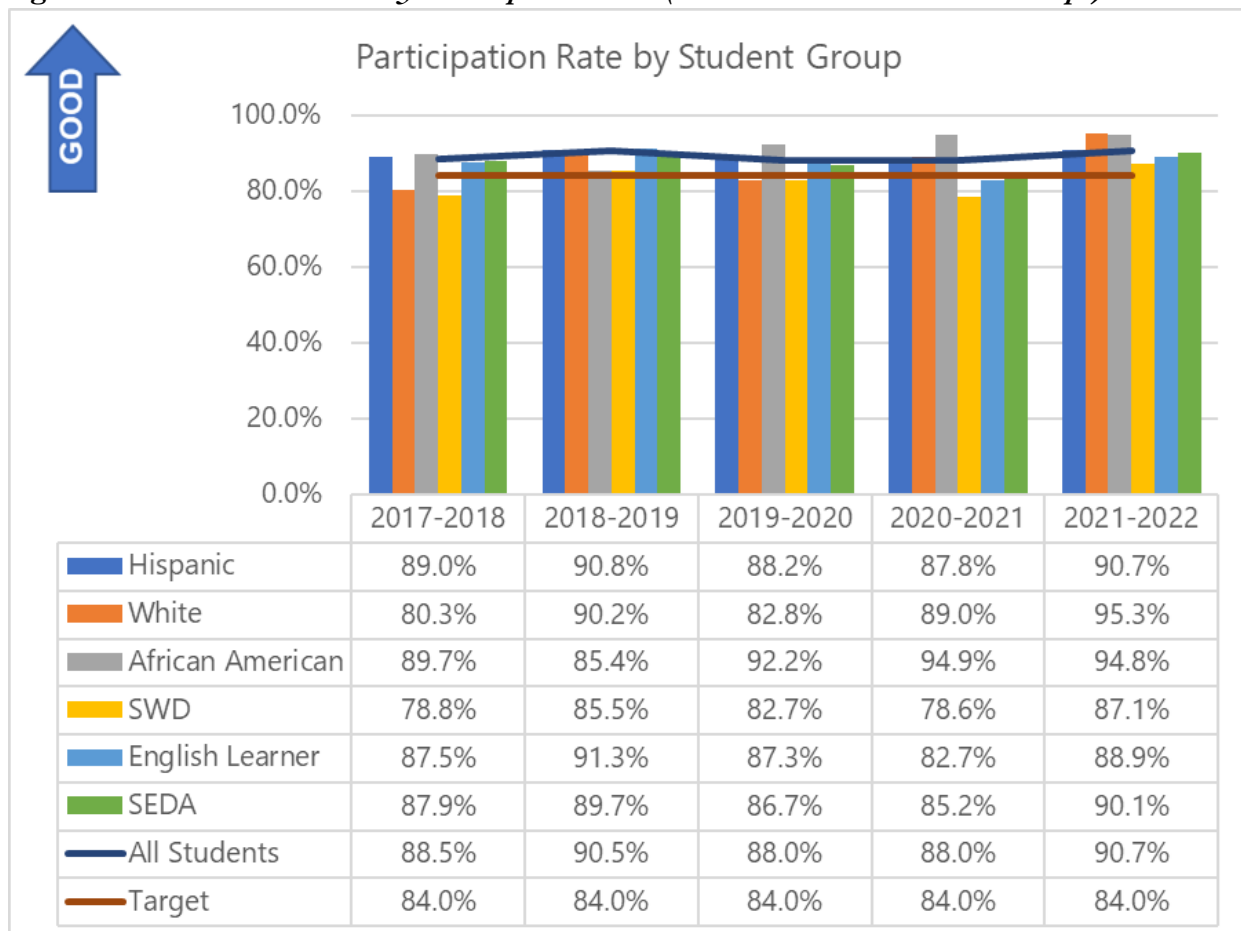
The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-



2017. ASSB has continued to internally monitor the annual adjusted dropout rates using the same methodology and Data from CALPADS Fall 1 Submission data (Figure 17).

<i>DASS Charter School Renewal MOU Criteria #10</i>	
<b>State and Local Measure</b>	Participation Rate
<b>The target has been</b>	PARTIALLY MET

Figure 18. Sweetwater Secondary Participation Rate (All Students and Student Groups)



Source: School Pathways Student Information System (2017-2022)

ASSB measures Participation Rates for students as an evaluation of student engagement and progress. ASSB’s target for participation as part of its DASS Renewal MOU Criteria is 84% schoolwide and for significant student groups. Over the last five years, ASSB has exceeded the 84% participation target rate for All Students every year and for the majority (25 of 30, 83%) of student groups (Figure 18). In 2022, the Renewal MOU participation rate was exceeded by ALL student groups.

<i>DASS Charter School Renewal MOU Criteria #11</i>	
<b>State and Local Measure</b>	Suspension Rate
<b>The target has been</b>	MET

Figure 19. Sweetwater Secondary Suspension Rates

Suspension Data					
Year	Suspension Rate	San Diego County DASS Rate	State DASS Rate	MOU Target	Target Met
2017-2018	0.0%	3.6%	5.5%	< 1.5%	Yes
2018-2019	0.2%	3.1%	5.2%	< 1.5%	Yes
2019-2020	0.0%	COVID	COVID	< 1.5%	Yes
2020-2021	0.0%	0.3%	0.4%	< 1.5%	Yes
2021-2022	0.0%	2.4%	2.9%	< 1.5%	Yes

Source: California School Dashboard (2022); <https://www.caschooldashboard.org/> and CDE DataQuest (2022)

ASSB's resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. ASSB's resource centers and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger comprehensive environment. ASSB's MOU target is to maintain a Suspension rate of 1.5% or less. Over the last five years, ASSB has maintained a near perfect 0% suspension rate, well below the DASS Renewal MOU Criteria targets (**Figure 19**). These results also outperform the DASS schools in both San Diego County and across California.

#### DASS Charter School Renewal MOU Criteria #12

State and Local Measure	Expulsion Rate
The target has been	MET

Figure 20. Sweetwater Secondary Expulsion Rates

Expulsion Data					
Year	Expulsion Rate	San Diego County DASS Rate	DASS State	MOU Target	Target Met
2017-2018	0.0%	0.1%	0.1%	< 1.0%	Yes
2018-2019	0.0%	0.1%	0.2%	< 1.0%	Yes
2019-2020	0.0%	COVID	COVID	< 1.0%	Yes
2020-2021	0.0%	0.0%	0.0%	< 1.0%	Yes
2021-2022	0.0%	0.0%	0.1%	< 1.0%	Yes

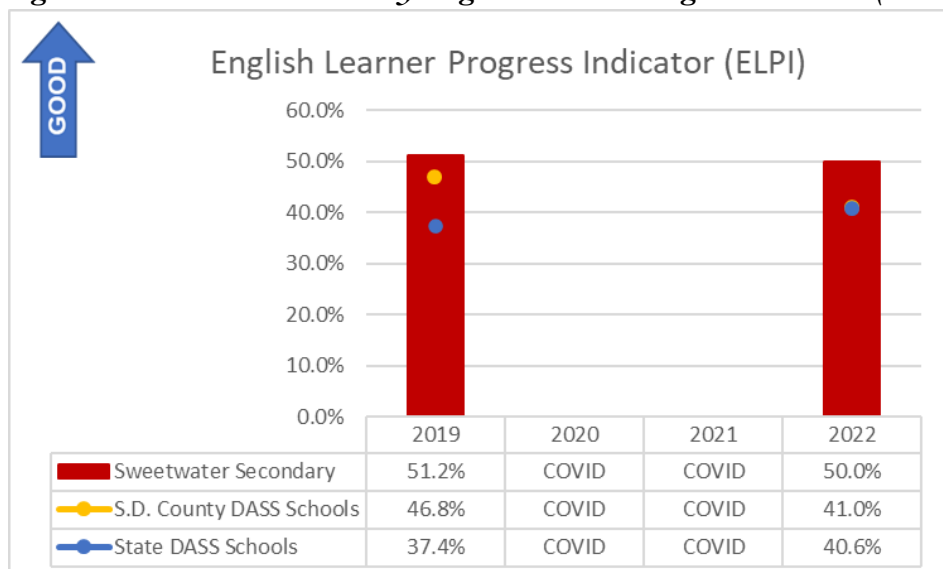
Source: California School Dashboard (2022); <https://www.caschooldashboard.org/> and CDE DataQuest (2022)

ASSB's MOU target is to maintain an Expulsion Rate of 1% or less. Over the last five years, ASSB has maintained a perfect 0% expulsion rate, well below the DASS Criteria targets (**Figure 20**). These results outperform the DASS schools in both San Diego County and across California.

#### DASS Charter School Renewal MOU Criteria #13

State and Local Measure	English Learner Progress Indicator
The target has been	MET

Figure 21. Sweetwater Secondary English Learner Progress Indicator (ELPI)



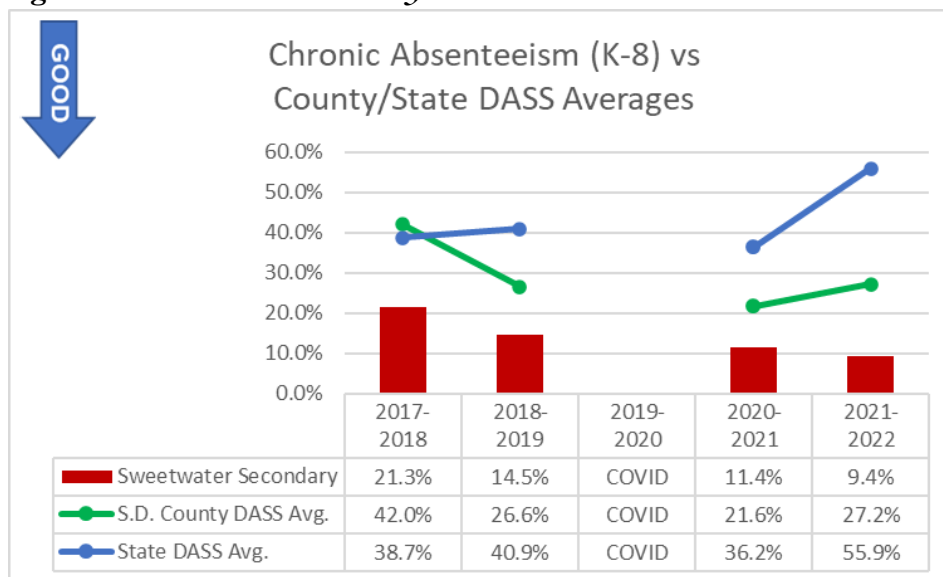
Source: California School Dashboard <https://www.caschooldashboard.org/>

The English Learner Progress Indicator (ELPI) debuted on the 2019 California Dashboard. Due to COVID, to date the only years with ELPI results are 2019 and 2022. The ELPI is calculated based on a student’s performance on the English Language Proficiency Assessment for California (“ELPAC”). In the DASS Renewal MOU Criteria, the school may meet the ELPI target by either exceeding the San Diego County DASS Schools average or the state DASS school’s average. ASSB’s exceeded the ELPI MOU target each year (Figure 21).

**DASS Charter School Renewal MOU Criteria #14**

State and Local Measure	Chronic Absenteeism
The target has been	MET

Figure 22. Sweetwater Secondary Chronic Absenteeism



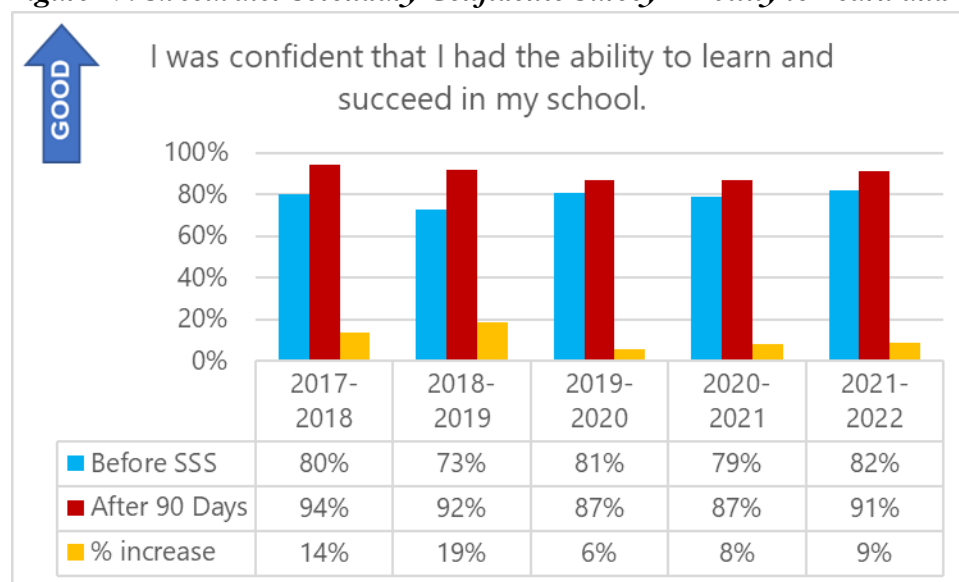
Sources: California School Dashboard (2022) <https://www.caschooldashboard.org/> and CDE DataQuest (2023)

<https://dq.cde.ca.gov/dataquest/>

On the California School Dashboard, schools that serve kindergarten (K) through grade eight students receive a Chronic Absenteeism Indicator. This indicator represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend. In ASSB’s DASS Renewal MOU Criteria, ASSB may meet the target by either exceeding the San Diego County DASS Schools average or the state DASS school’s average. *For most state indicators, the desired outcome is to have a high percentage of performance. However, for the Chronic Absenteeism Indicator, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate.* There was no Chronic Absenteeism rate in 2019-2020 due to COVID. **ASSB exceeded the MOU renewal criteria by having a lower Chronic Absenteeism rate than both the county and state DASS schools averages for the last five years.**

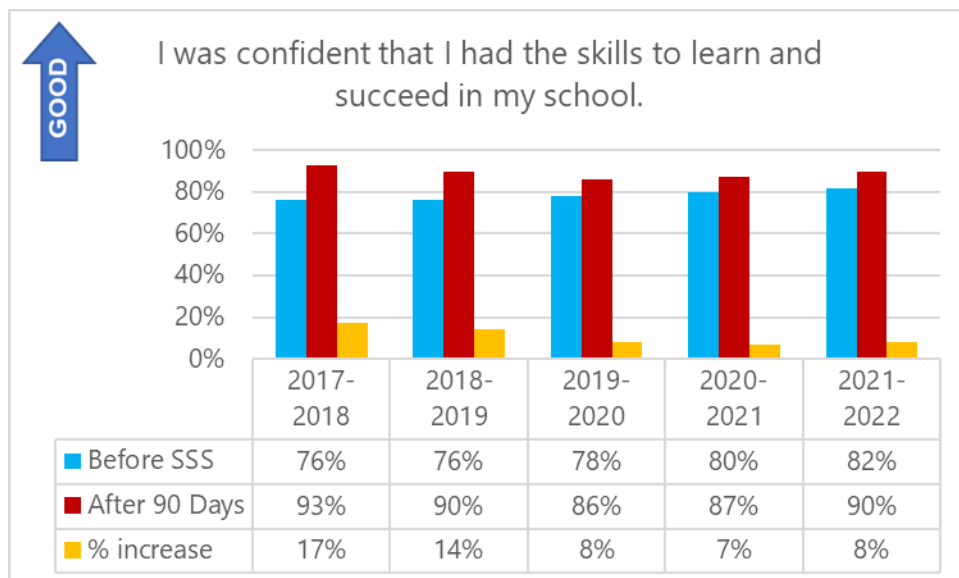
<i>DASS Charter School Renewal MOU Criteria #15</i>	
State and Local Measure	Confidence Survey Results
The target has been	MET

**Figure 23. Sweetwater Secondary Confidence Survey – Ability to Learn and Succeed**



Source: Naviance (2017-2022)

**Figure 24. Sweetwater Secondary Confidence Survey – Skills to Learn and Succeed**

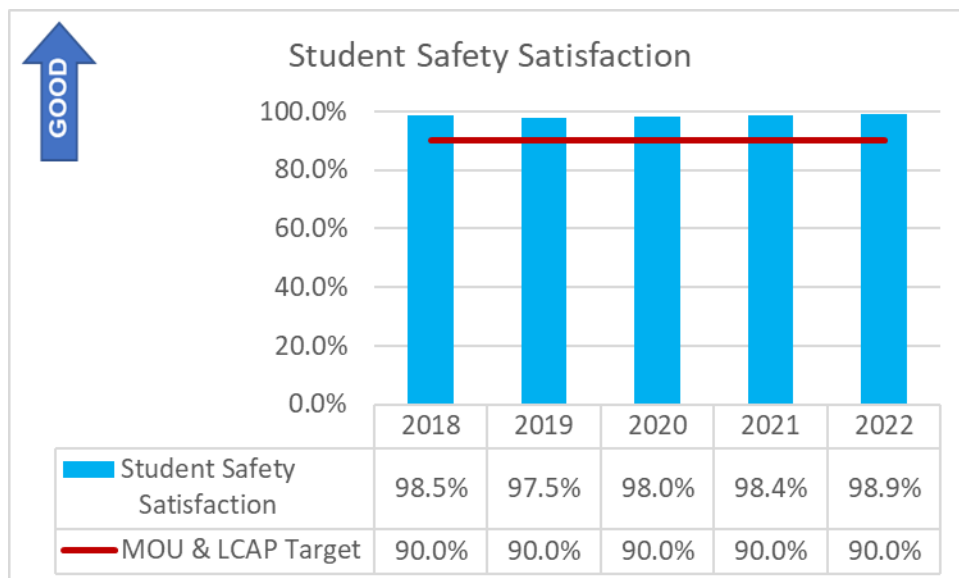


Source: Naviance (2017-2022)

High-risk students often lack the academic confidence needed to successfully engage in school. ASSB is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at ASSB take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased to be academically successful in school. This measure is used to demonstrate student engagement for new students. The DASS Renewal MOU target is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at ASSB. Overall, the results in 90 days yield an average 11% increase in confidence from when students first enroll at ASSB. On average, 90% of students have reported increased confidence in their ability and skills to learn and succeed in school (**Figures 23-24**).

<i>DASS Charter School Renewal MOU Criteria #16</i>	
<b>State and Local Measure</b>	Student Safety Satisfaction Survey Results
<b>The target has been</b>	MET

*Figure 25. Student Engagement Survey – Safety Satisfaction*

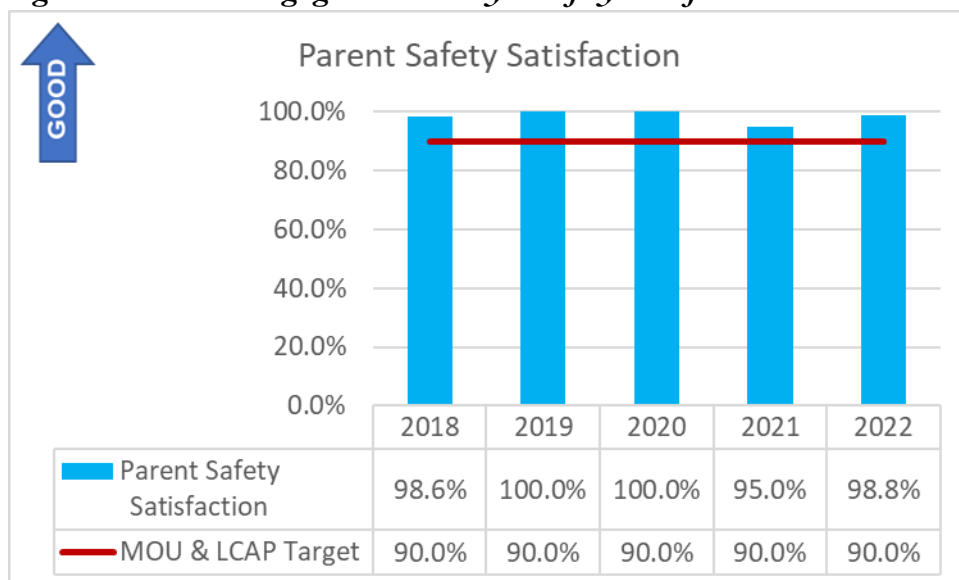


Source: Survey Monkey (2018-2022)

Providing a safe environment and supportive school culture is a key requirement of students at ASSB. Student Safety is one of the elements in the DASS Renewal MOU Criteria with the target to maintain a 90% or higher rating on safety satisfaction rating from students. For the past five years, ASSB’s overall student safety satisfaction results indicate that on average 98% of enrolled students feel safe and supported at ASSB (Figure 25).

<i>DASS Charter School Renewal MOU Criteria #17</i>	
<b>State and Local Measure</b>	Parent Safety Satisfaction Survey Results
<b>The target has been</b>	MET

Figure 26. Parent Engagement Survey – Safety Satisfaction



Source: Survey Monkey (2018-2022)

Providing a safe environment and supportive school culture is a key requirement from parents. Parent Safety is one of the elements in the DASS Renewal MOU Criteria with target is to reach a 90% or higher rating on safety satisfaction rating from Parents. Overall, parent safety satisfaction survey results for the past five years indicate that over 98% of ASSB’ parents reported feeling that their child is learning in a safe and supportive environment **(Figure 26)**.

<i>DASS Charter School Renewal MOU Criteria #18</i>	
<b>State and Local Measure</b>	College Persistence and Completion
<b>The target has been</b>	Not Applicable

Due to lack of participation among other DASS schools in San Diego County and the state, data is not available at this time for the college persistence and completion rates. During the development of the DASS renewal MOU with ASSB’s authorizer, it was understood that this metric may not be available during this renewal process and would continue to be developed over time.

**Conclusion**

In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

As demonstrated by the data above, ASSB students have been performing better than students in other DASS schools within the county and/or state, and ASSB students and parents have been also satisfied with their experiences at ASSB.

**Thus, Altus Schools South Bay requests a 5-year renewal term, from July 1, 2024 to June 30, 2029.**

## Element A: Educational Program

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### **Governing Law:**

*The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

*If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).*

## **MISSION AND VISION, AND PROGRAM OBJECTIVES**

### **Mission Statement**

Altus Schools South Bay (“ASSB” or “Charter School”) will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

### **Vision Statement**

The educational community known as ASSB is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

ASSB is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

ASSB is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the community-at-large.

### **Strategic Objectives**

To respond to its educational partners’ requirements and to ensure the organization’s long-term



sustainability, ASSB will:

- provide a personalized and rigorous academic experience for its students.
- hire, develop and maintain a high quality faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

### **Program Objectives**

ASSB will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at ASSB
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold ASSB accountable for meeting measurable student outcomes and provide Charter School with a method to employ a performance-based accountability system instead of a rule-based system
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

### **OVERVIEW OF EDUCATION PROGRAM**

The primary purpose of ASSB's instructional design centers on the need to motivate and inspire students who are academically at-risk. ASSB's efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, the Charter School will be challenged by environmental expectations that are generally applied to comprehensive school sites. ASSB holds its Vision and Mission as an overarching mandate to put students first by implementing their personalized educational plan. The Charter School's leadership shall continue to communicate this important commitment.

The Charter School acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the Charter Schools Act.

ASSB provides an instructional program for students in grades 7-12 through an individualized, independent study instructional model. ASSB is open to all students and enrolls students throughout the year.

Students study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals will review student reading, writing, math skills, and school records. Each student will receive a personal education plan that can include one-on-one tutoring, tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

ASSB is fully accredited by the Western Association of Schools and Colleges (**Appendix N**). The Charter School issues its own diplomas based on a course of study consistent with California State Standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and any other applicable state content standards and frameworks (hereinafter, collectively “State Standards”), and requirements for graduation. The Charter School’s courses are approved by the University of California and the NCAA (**Appendix O and Appendix P**). The Altus Schools Southern California Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. The Charter School affirms that college-bound students wishing to attend California colleges and universities will have the opportunity to take A-G courses.

ASSB issues its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Altus Schools Southern California Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. ASSB has received accreditation from the Western Association of Schools and Colleges (**Appendix N**) and has University of California A-G course approval (**Appendix O**).

Altus Schools South Bay participates in the Dashboard Alternative School Status program and is currently listed in the Dashboard Alternative School Status program and is currently listed on the California Department of Education’s Active DASS schools list (**Appendix K**).

## **EDUCATIONAL METHODS**

ASSB is a nonclassroom-based program that primarily uses an independent study instructional model using textbook-based and online course offerings. Students are able to engage in a blended learning environment where they utilize both traditional, independent study, and online learning opportunities.

ASSB is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. ASSB offers students an alternative to the traditional school setting. Credentialed teachers actively engage with and support students along the way, providing enrichment and one-on-one tutoring as needed. Each teacher maintains a roster of no more than 40 students, allowing for individualization of course planning and student-centered instructional strategies.

Resource Centers provide a safe and supportive environment that is focused on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs.

To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, ASSB students engage in a university model in which they are assigned only one or two courses per learning period. Students are expected to spend a minimum of thirty hours per week engaged in their coursework and complete one course each month.

Students have the option to select from expert teacher-created textbook-based curriculum, online Edgenuity courses, or a blended program, depending on the student's needs and learning style. Students engage virtually with their teacher throughout the week (video conferencing, shared online tools/documents, telephonic communication) and attend appointments in-person at the Resource Center on average twice per week for additional support. This additional support may include one-on-one tutoring with the teacher, strategic small-group instructional tutoring sessions based on students' skill level or standard mastery, writing conferences, presentations, guest speakers, field trips, literacy circles, work with a 3D printer or virtual reality headset, special education support services, and/or feedback on the assignments previously submitted. The student's Pathways Personalized Education Plan ("PPEP") drives each student's academic goals and course planning while promoting real-time adjustments to curriculum and instructional strategies based on data results. The PPEP is a dynamic process that is constantly refined and updated to best meet each student's individual needs.

## **EDUCATIONAL VISION**

ASSB's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

ASSB's philosophy:

- Innovate: Seek change leading to positive outcomes.
- Maintain a professional staff complement.
- Encourage and promote academic competency.
- Model and support teamwork and cooperation.
- Provide student-based education tailored to the specific and unique needs of each student.
- Be accountable for outcomes.
- Provide on-going professional development.
- Forge partnerships with parents and community organizations.

To achieve ASSB's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at ASSB will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. ASSB will promote curiosity, integrity, social responsibility and self-esteem. ASSB will incorporate these maxims into its daily operations. In short, ASSB will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

ASSB is committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NSSS). Curriculum will be designed to foster career and college readiness, skill development, and citizenship in a global society.

ASSB's curriculum departments are led by appropriately credentialed teachers and guided and directed by the Curriculum and Professional Development Administrator. ASSB uses state-adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks are specifically selected utilizing criteria developed from educational partner input. Teachers use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. Many of ASSB's students take online courses and engage in blended (independent study/online) learning opportunities. ASSB's instructional staff are Leading Edge Certified (LEC). Created by an Alliance of nonprofits, universities, and educational agencies, LEC is the first national certification program of its kind and is platform and vendor neutral. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that LEC Online Teachers will not only have the skills to effectively facilitate online courses but will also have a solid understanding of how to enhance learning opportunities for all students.

ASSB students demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments,

state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the ASSB educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

### **Read and Write**

- Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in their own words.
- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences and conclusions in written work.
- Select, organize, and relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

### **Compute**

- Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

### **Speak, Question, and Listen**

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence

of thought, clarity of presentation, suitable vocabulary and nonverbal communications.

### **Problem-Solve**

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

### **Work Independently and in Teams**

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks that require independent initiative and measurement.

### **Achieve Digital Literacy**

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

### **Manage Time**

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

### **Accept Personal Responsibility**

- In accomplishing a task, accurately identify those forces which are within their control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy their individual participation in a group event or

assignment.

- Engage in meaningful service to their community.

### Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

### Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
- Practice tolerance and not discriminate on the basis of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation or disability of others.

## **TARGET STUDENT POPULATION**

ASSB welcomes all students who wish to attend the Charter School. ASSB is currently authorized to serve grades 7–12. The following figure illustrates ASSB’s projected enrollment for the next four years.

**Figure 27. 4-Year Projected Enrollment for Altus Schools South Bay**

<b>PROJECTED ENROLLMENT AT P2 ADA REPORTING</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
Grades 7-8	55	55	56	57
Grades 9-12	401	406	410	414
<i>Total Projected Enrollment at P2 ADA Reporting</i>	<i>456</i>	<i>461</i>	<i>466</i>	<i>471</i>

ASSB provides an educational option to students and parents in the community who are disengaged and are seeking an academic intervention. ASSB seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of ASSB offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from ASSB.

Many students coming to ASSB are initially identified from referrals by the District’s middle and high school counselors. ASSB is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative



testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), PSAT, SAT, ACT, the California Alternate Assessments (CAA), CMA, Northwest Education Association (NWEA) Measures of Academic Progress (MAPs) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios, and exhibitions. This data helps to establish student need. Based on student need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts are made to ensure that the student body of ASSB reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. The Charter School's outreach efforts are further described in **Element G** of this charter petition.

*Figure 28. Sweetwater Union High School District Demographics 2022-2023*

<b>Sweetwater Union High School District Demographics 2022-2023</b>		
<b>Ethnicity</b>	<b>Total</b>	<b>Percentage</b>
African American	1,171	3.10%
American Indian or Alaska Native	167	0.40%
Asian	730	1.90%
Filipino	3,172	8.40%
Hispanic or Latino	26,160	69.50%
Pacific Islander	157	0.40%
White	4,423	11.80%
Two or More Races	1,421	3.80%
Not Reported	241	0.60%
<b>Other Student Groups</b>		
Socioeconomically Disadvantaged	21,831	60.9%
Students with Disabilities	5,287	14.4%
English Learners	8,095	23.3%
Foster Youth	77	0.2%
Homeless Youth	558	1.6%
Migrant Education	22	0.1%

CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

## **COMMUNITY INTEREST**

Over the last four years, there has been a continued interest from the South Bay community in attending Altus Schools South Bay (**Appendix Z and AA**). The number of students served from



the Sweetwater Union High School District (“SUHSD”) each year is displayed in **Figure 29**. ASSB has served an increasing number of students from SUHSD from 2017-2023.

**Figure 29. Number of Students Served from Sweetwater Union High School District (SUHSD)**

Number of Student Served from Sweetwater Union High School District						
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*
Students Served from SUHSD	232	313	395	412	458	445

\*YTD Spring 2023

Based on the 2022-2023 enrollments, in comparison to Sweetwater Union High School District (“SUHSD”), Altus Schools South Bay, *previously Sweetwater Secondary School*, serves a higher population of Hispanic students, socioeconomically disadvantaged students and students with disabilities (**Figure 30**).

**Figure 30. Student Demographics for ASSB and Sweetwater Union High School District**

Sweetwater Secondary and SUHSD 2022-2023 Demographics		
Ethnicity	Sweetwater Secondary	Sweetwater Union HSD
African American	3.50%	3.10%
American Indian/Alaskan Native	0.00%	0.40%
Asian	0.80%	1.90%
Filipino	2.20%	8.40%
Hispanic or Latino	86.40%	69.50%
Pacific Islander	0.30%	0.40%
White	4.90%	11.80%
Two or More Races	1.60%	3.80%
Other Student Groups		
Socioeconomically Disadvantaged	75.3%	60.9%
Students with Disabilities	25.5%	14.4%
English Learners	20.9%	23.3%
Foster Youth	0.5%	0.2%
Homeless Youth	7.0%	1.6%
Migrant Education	0.0%	0.1%

This demonstrates the community’s interest in seeking an alternative educational option. ASSB differs from DASS schools in SUHSD and the communities it serves due to its unique instructional model and innovative, safe and non-traditional academic environment. Based on its overall academic achievement and engagement outcomes for all students ASSB demonstrates it is a high-performing DASS school across the state and in San Diego County (**Figures 3-26**). These outcomes demonstrate the continued need for a high-performing, quality option within the South Bay community.

## **HOW LEARNING BEST OCCURS**

ASSB believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided with a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual and small group tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and can do is measured by a variety of methods, especially performance assessment and self-assessment.

### **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

ASSB helps students acquire the skills to survive and prosper in the 21<sup>st</sup> century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. ASSB promotes curiosity, integrity, social responsibility, and self-esteem.

### **DESCRIPTION OF THE EDUCATIONAL PROGRAM**

It is the philosophy of ASSB that every child is a born achiever. It is the challenge of the Charter School to help each child realize his or her talents.

The premise relating to the uniqueness of ASSB's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in each student's academic goals is critical to a successful transformation of all students' academic careers.

The ASSB educational program is based on the following elements of success:

- A vision, mission, and operational business plan that puts students first.
- Academically rigorous, well-focused, basic core subject curricula.

- Creation of a personalized education plan based on the student’s academic level, learning style, strengths, interests, and goals.
- Professional development that puts skills into a context consistent with the overall Charter School mission.
- Autonomy that allows the ASSB to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education (“ISTE”) and is responsive to technological innovations.
- Parent and community involvement in, and support for, the ASSB programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and School performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

The Charter School provides an education that allows each student, grades 7-12, to meet State Standards by: (1) using State Standards-based textbooks, resources, and instructional materials; (2) providing State Standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School offers a menu of learning opportunities for students that includes independent study, home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

The Charter School serves a large population of students who are achieving below grade level and/or course content levels. This critical mass of students who are deemed “high risk,” and many with special needs, benefit from a personalized educational program that provides strong tutorial support.

After completion of enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. The parent and teacher build custom plans to meet the individual goals, strengths, and interests of each child. Students in grades 7-12 take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving onto the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s pathways personalized education plan is enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has the support of a Certificated Teacher Resource who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data is integrated into the pathways personalized education plan. Teachers use instructional software tools such as Naviance, ASSB’s college and career software. Teachers also utilize NWEA MAP assessment software, School Pathways Student Information System (“SIS”), and Illuminate’s Data and Assessment platform to view real time student achievement data. Naviance, MAP, SIS, and Illuminate data are integrated into the Charter School’s instructional data

monitoring system. The data is systematically reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student's instruction, methods of delivery, and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers are able to communicate frequently with the family and get to know each student's academic strengths and social needs. The largest differentiator for ASSB's program is the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.

ASSB has an established Multi-Tiered System of Supports ("MTSS"), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a Healthy Youth Program to provide mental health services, interventions for high-risk students, supports for Special Education, services for English Learners ("ELs"), and programs for Gifted and Talented Education ("GATE"). ASSB has a systematic and integrated process for instructional support and interventions.

The teachers at ASSB engage in professional learning on a monthly basis that is focused on standards-based instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings cater to the best practices offered by the Instructional, Curriculum, and Assessment Teams.

Additionally, teachers attend a variety of trainings that include guest speakers from law enforcement agencies, community-based organizations, Child Protective Services, and other supportive agencies in order to assist the teachers in servicing the students' needs. The School Coordinator meets weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and identify services to support student achievement.

### **Independent Study Assurances**

ASSB shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that ASSB shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and ASSB must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records shall be conducted by a state-approved certified public accountant, which needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

### **Parent/ Teacher/ Student Master Agreement**

For all students participating in independent study, pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2)

the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of ASSB students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of the Charter School, the Charter School's operation, and the roles, rights, and responsibilities of parents and their children.
- After admission, attend a mandatory orientation meeting to learn about charter schools, the Charter School's educational program, the Parent/Teacher/Student Master Agreement, and ways in which parents can contribute to the success of both their child and ASSB.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the Charter School as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was taught at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Open House and Senior Exit Orientations (if applicable) each year.
- Keep informed about the Charter School through communication with the classroom staff and by materials regularly distributed to students and/or their families.

### **School Calendar**

ASSB is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 4 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

Please see ASSB's 2024-2025 Pupil Calendar (**Appendix X**).

### **CURRICULUM**

A summary of ASSB's curriculum is provided below. As the State Standards develop and evolve, the curriculum may change to maximize learning.

ASSB's academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The Charter School's curriculum is rigorous, relevant, student and teacher driven. The opportunities offered at ASSB prepare students for their roles as learners, future

employees, and contributing citizens in an ever-changing global society. The Charter School is committed to developing curriculum and assessments that measure the extent to which students possess college, career, and citizen-ready skills and knowledge of the State Standards. ASSB fosters the natural talents and skills of the instructional team to ensure that all learners find success.

ASSB's curriculum departments are led by well-qualified teachers and, under the guidance of the Curriculum and Professional Development and Accreditation Administrator, design and create the subject matter curriculum using the State Standards as their guides. The textbooks and other resource materials, as identified either from the state adopted textbook list for TK-8 or 9-12 recommended lists, are used to complete the courses. The textbooks are further reviewed for application for independent study students. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. Because ASSB students have the option to take online and blended learning (independent study/online) courses, the Charter School encourages its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

ASSB's grade 7-12 course catalogs and course descriptions (**Appendix V**) are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. ASSB ensures that all of its core courses, foreign language, visual & performing arts, and some electives are listed on the approved UC A-G and NCAA lists (**Appendix O and P**).

### English/Language Arts

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary, they need to become successful readers and be prepared for college, career, and life. Students are engaged in increasingly complex tasks of decoding, analyzing, and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, students participate in various text types that explore text to text, text to self, and text to world items. They conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or more rigorous academic challenge will have the ability to take AP courses. Advanced Placement exams are offered and administered in the spring semester for students who have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners. ASSB has UC A-G and NCAA approval for all core high school English/Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	English 7-1, 7-2 (textbook/online/blended options)



Eighth Grade	English 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	English 1, 2 (textbook/online/blended options)
Tenth Grade	English 3, 4 (textbook/online/blended options)
Eleventh Grade	American Literature 1, 2 (textbook/online/blended options) <b>or</b> Honors American Literature 1, 2 (textbook/online/blended options) <b>or</b> AP English Language & Composition 1, 2 (online option) <b>or</b> AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 <b>or</b> English (British) Literature 1, 2 (textbook/online/blended options) <b>or</b> AP English Language & Composition 1, 2 (online option) <b>or</b> AP English Literature & Composition 1, 2 (online option)

## Mathematics

Students use a focused and coherent curriculum that is aligned to the State Standards and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students develop deep conceptual understandings and are well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students are provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the State Standards of greater focus of the depth of a topic, coherence among topics and grade levels, and the rigorous authentic command of the mathematical concepts. ASSB ensures that all 9-12 grade math courses are UC A-G and NCAA approved. ASSB offers a traditional textbook, blended (independent study/online), and online learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from the Charter School as college and career ready citizens.

MATHEMATICS MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Math 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	Math 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Algebra 1, 2 (textbook/online/blended options) <b>or</b> Integrated Math IA, IB (textbook/online/blended options)
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) <b>or</b> Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) <b>or</b> Integrated Math IIIA, IIIB (textbook/online/blended options)

Twelfth Grade	Statistics 1, 2 <b>or</b> Pre-Calculus 1, 2 (textbook/online/blended options) <b>or</b> Honors Pre-Calculus 1, 2 (textbook) <b>or</b> AP Calculus A/B (online)
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## Science

All science courses are aligned to the State Standards. All science courses have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. Middle school students are introduced to Life Science, Physical Science, and Earth Science. They are engaged with hands-on experiences as well as virtual and wet labs throughout their courses. The 9<sup>th</sup>-12<sup>th</sup> grade students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, or Biology. All of these science courses are UC A-G and NCAA approved. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC A-G science course.

SCIENCE MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Middle School Life Science (textbook/online/blended options)
Eighth Grade	Middle School Physical Science (textbook/online/blended options)
Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) <b>or</b> Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) <b>or</b> Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

## Social Sciences

All social science courses are aligned to the State Standards while incorporating current real-world issues (i.e. Middle East conflicts, immigration & politics) as they are relevant to ASSB student population. Middle school students participate in courses about ancient civilizations, medieval and modern times, and the history of the United States. ASSB students have UC A-G approved and NCAA approved course offerings of World History, Geography & Economics, United States History, Government, and Economics. ASSB offers Honors United States History and an online Advanced Placement course in Human Geography, US History, World History: Modern, and Psychology. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual e-tours.



SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	United States History & Geography 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Geography 1 (textbook)
Tenth Grade	World History, Geography & Economics 1, 2 (textbook/online/blended options) <b>or</b> AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) <b>or</b> Honors United States History 1, 2 (textbook/online/blended options) <b>or</b> AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 (textbook/online/blended options) <b>or</b> AP US Government and Politics (online) and Economics 1 (textbook/online/blended options) <b>or</b> AP Human Geography 1, 2 (online elective)

### World Languages (Languages Other Than English)

ASSB offers a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. Students may take a world language as early as the 7<sup>th</sup> grade. ASSB has UC A-G approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Spanish 1, 2 (textbook/online/blended options) German 1, 2 (textbook/online/blended options) French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) German 1-4 (textbook/online/blended options) French 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/online/blended options) German 1-6 (textbook/online/blended options) French 1-6 (textbook/online/blended options)

Tenth Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)

### Visual and Performing Arts

ASSB offers several Visual and Performing Arts (“VAPA”) courses and has UC A-G approval for these courses. Students take Art, Commercial Art, Drawing, or Photography to satisfy the UC A-G VAPA requirement. ASSB also offers Music Appreciation and Art History courses for those students who are interested in a different approach to the arts. Students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

VISUAL AND PERFORMING ARTS COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Middle School Art 1, 2 (textbook)
Eighth Grade	Middle School Art 1, 2 (textbook)
Ninth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1, 2 *Music Appreciation 1, 2
Tenth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1, 2 *Music Appreciation 1, 2
Eleventh Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1, 2 *Music Appreciation 1, 2
Twelfth Grade	*Art 1, 2

	*Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1, 2 *Music Appreciation 1, 2
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\*UC A-G approved VAPA electives.

## Physical Education

ASSB offers physical education to all students. Physical education is an integral part of the total education of every student. It emphasizes vigor and healthy educational activities that increase students' opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

PHYSICAL EDUCATION MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Physical Education 7-1, 7-2
Eighth Grade	Physical Education 8-1, 8-2
Ninth Grade	Physical Education 1-2
Tenth Grade	Physical Education 1-4
Eleventh Grade	Physical Education 1-4
Twelfth Grade	Physical Education 1-4

## General Electives

ASSB offers many semester-length and year-long additional electives courses for students that will contribute to their becoming more well-rounded, college and career ready, 21<sup>st</sup> century citizens.

GENERAL ELECTIVE COURSES
Grades 7-8

ELD Literacy 1, 2 (textbook)
ELD Literacy and Comprehension 1, 2 (online)
Empower Math 1a, 1b (textbook)
Literacy 7th 1, 2 (textbook)
Literacy 8th 1, 2 (textbook)
Service Learning 1, 2 (textbook)
Study Skills 1, 2 (textbook)
<b>Grades 9-12</b>
Strategies for Academic Success (online)
Comprehensive Health (textbook/blended/online)
Driver's Education (textbook)
Health (textbook/blended/online)
Journalism (textbook)
Geography 1 (textbook/blended/online)
Service Learning 1, 2 (textbook)
Empower Math 1a, 1b (textbook)
Empower Math 2a, 2b (textbook)
Empower Math 3a, 3b (textbook)
Literacy 1, 2 (textbook/blended/online)
Literacy 3, 4 (textbook/blended/online)
ELD Literacy 1, 2 (textbook/blended/online)
ELD Literacy and Comprehension 1, 2 (online)
*Philosophy 1 (textbook)
*AP Psychology 1, 2 (online)
*Sociology 1 (blended)
Study Skills 1, 2 (textbook/blended/online)

*\*UC A-G approved electives*

### **Post High School Pathways**

Once a student is enrolled at ASSB, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results

demonstrate the student’s learning style as well as career interests. Based on the career interests, the teacher assists the student with creating a post- high school plan. ASSB’s students are placed in one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military. The courses identified above satisfy the post-high school pathways for college bound students. In addition to the college preparatory coursework, ASSB offers courses that are specifically designed for students in grades 9-12 who have expressed an interest in specific career pathways.

### Career Technical Education

ASSB offers 28 Career Technical Education (“CTE”) courses for students who have expressed an interest in a specific industry sector. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course.

<b>CAREER TECHNICAL EDUCATION COURSES</b>
<b>Grades 9-12</b>
Altus Success (blended)
Business Careers 1, 2 (textbook)
Career Planning and Development (online)
*Child Development Pathway 1, 2 (textbook)
*Child Development Pathway 3, 4 (textbook)
*Career and Life Management 1, 2 (textbook)
*Design Careers 1, 2 (textbook)
Foundations of Personal Finance 1, 2 (textbook)
General Work Experience Ed. 1, 2 (textbook)
General Work Experience Ed. 3, 4 (textbook)
*Health Science Concepts 1, 2 (online)
*Health Science and Medical Technology (online)
*Hospitality, Tourism & Recreation 1, 2 (textbook)
*Hospitality, Tourism & Recreation 3, 4 (textbook)
*Information and Communication Technology 1, 2 (online)
*Intro to Business 1, 2 (online)
*Intro to Coding 1 (online)
Intro to Parenting 1 (textbook)
Military Science 1, 2 (textbook)
Military Science 3, 4 (textbook)
*Nursing Assistant 1, 2 (online)
Nutrition 1, 2 (textbook)
Pathways Exhibition (blended)
*Photoshop 1, 2 (textbook)
*Psychology 1, 2 (textbook/blended/online)
*Personal Finance 1 (online)

*\*UC A-G approved CTE electives*

### California Cadet Corps

ASSB offers several California Cadet Corp Leadership courses, similar to JROTC, to its students. Students who enroll in the California Cadet Corps program also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in applied leadership or joining the military upon graduation. Students participate in weekly military style drills, inspections, leadership development, and camps as a part of their Cadet Corps experience.

<b>CALIFORNIA CADET CORPS COURSES</b>	
<b>Grades 7-12</b>	
Seventh – Eighth Grade	MS Cadet Corps 1, 2 (textbook) MS Cadet Corps Summer Camp 1, 2 (textbook) MS Cadet Corps 3, 4 (textbook)
Ninth Grade	*CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) *CA Cadet Corps Leadership 1, 2 (textbook) *CA Cadet Corps 3, 4 (textbook)
Tenth Grade	*CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) *CA Cadet Corps Leadership 1, 2 (textbook) *CA Cadet Corps 3, 4 (textbook) *CA Cadet Corps 5, 6 (textbook)
Eleventh Grade	*CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) *CA Cadet Corps Leadership 1, 2 (textbook) *CA Cadet Corps 3, 4 (textbook) *CA Cadet Corps 5, 6 (textbook)
Twelfth Grade	*CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) *CA Cadet Corps Leadership 1, 2 (textbook) *CA Cadet Corps 3, 4 (textbook) *CA Cadet Corps 5, 6 (textbook)

*\*UC A-G approved electives*

### **GRADUATION REQUIREMENTS**

Students graduating with a High School Diploma from Altus Schools South Bay must complete 42 semester credits in grades 9-12. ASSB Diploma graduation requirements may fulfill the UC and

California State University (“CSU”) admission requirements.

<b>GRADUATION COURSE REQUIREMENTS</b>	
<b>English - 8 semester credits</b> (4 years required)	<b>Mathematics - 6 semester credits</b> (3 years required, 4 years recommended)
<b>4 credits –</b> • English 1-4	<b>2 credits –</b> • Integrated Math 1 or • Algebra
<b>2 credits –</b> • American Literature, <b>or</b> • Honors American Literature <b>or</b> • AP English Language and Composition <b>or</b> • AP English Literature and Composition	<b>2 credits –</b> • Integrated Math 2 <b>or</b> • Geometry
<b>2 credits –</b> • World Literature <b>or</b> • Contemporary Voices in Literature <b>or</b> • English Literature <b>or</b> • AP English Language and Composition <b>or</b> • AP English Literature and Composition	<b>2 credits –</b> • Integrated Math 3 <b>or</b> • Intermediate Algebra
	<b>Optional 4th Year Credits –</b> • Statistics <b>or</b> • Pre-Calculus <b>or</b> • Honors Pre-Calculus <b>or</b> • AP Calculus AB
<b>Science - 4 semester credits</b> (2 years required, 3 years recommended)	<b>Social Studies - 6 semester credits</b> (3 years required)
<b>2 credits – Physical Science</b> • Earth and Space Science <b>or</b> • Physics <b>or</b> • Chemistry	<b>2 credits –</b> • World History, Geography & Economics <b>or</b> • AP World History Modern
<b>2 credits – Life Science</b> • Biology	<b>2 credits –</b> • US History <b>or</b> • Honors US History <b>or</b> • AP US History
<b>Optional 3rd Year Credits –</b> • Honors Chemistry <b>or</b> • AP Environmental Science	<b>1 credit –</b> • Government <b>or</b> • AP US Government and Politics
	<b>1 credit –</b> • Economics
<b>Physical Education - 4 semester credits</b>	<b>Pathways Portfolio - 1 semester credit</b>
• Physical Education 1-4	• Pathways Portfolio <b>or</b> • Career Explorations 1-2 <b>or</b>

		<ul style="list-style-type: none"> <li>Completed Career Pathway with Capstone Course <b>or</b></li> <li>Approved college credit course</li> </ul>
<b>Electives</b> 9 semester credits		
<ul style="list-style-type: none"> <li>Students have the option to choose from a wide range of general elective options.</li> <li>UC/CSU: 2 credits – Approved electives in same area</li> </ul>		
<b>World Languages and Visual and Performing Arts (VAPA) –</b> 2 semester credits		
<u>Option 1:</u> <b>2 credits –</b> <ul style="list-style-type: none"> <li>World Language electives (same language)</li> </ul>	<u>Option 2:</u> <b>2 credits –</b> <ul style="list-style-type: none"> <li>VAPA electives</li> </ul>	
<u>UC/CSU Option:</u> <b>4 credits –</b> <ul style="list-style-type: none"> <li>World Language electives (all semesters same language; 2 years required, 3 recommended)</li> </ul>		
<b>2 credits –</b> <ul style="list-style-type: none"> <li>Visual and Performing Arts electives (both semesters need to be the same course)</li> </ul>		
<b>Career &amp; Technical Education (CTE)/Service Learning/ Work Experience Education (WEE)</b> 2 semester credits		
<u>Option 1:</u> <b>2 credits –</b> Career and Technical Education	<u>Option 2:</u> <b>2 credits –</b> Service Learning (120 hours total of community service)	<u>Option 3:</u> <b>2 credits -</b> Work Experience (240 hours of paid employment approved by a School Counselor)
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

**PROFESSIONAL DEVELOPMENT**

ASSB is dedicated to the professional growth of all of its employees and provides a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As ASSB is focused on improving the quality of life for students, their families, its employees, and the community at large, the professional development program is designed to assist staff in fulfilling this mission and provides a rigorous academic experience for teachers, office staff, and other educational partners. On a holistic level, the professional development program provides support for ASSB’s employees to develop skills and techniques crucial to their personal lives as they work toward a healthy



work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program is a “school within a school” for the purposes of teaching and learning, and increases student achievement results, faculty and staff retention, and the overall well-being of ASSB’s employees and students.

ASSB offers professional learning opportunities Monday-Friday throughout the school year from July-June. The professional development plan includes:

### **1. Ethical Responsibilities and Strategic Planning**

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen, and AED Trainings
- e. Executive Studies on Educational Leadership Fitness
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

### **2. Curriculum Content Training**

- a. Core Content: Math, English Language Arts, English Learner Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
- b. Visual & Performing Arts: Art, Drawing, Photography, and Music Appreciation
- c. Gifted and Talented Education: ASSB offers cohort trainings to the teachers to meet the academic needs of this group of learners.
- d. Leading Edge Certification: ASSB offers this national online teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

### **3. Student Engagement**

- a. Post-High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.
- b. Special Instructional Services offers social-emotional learning trainings, suicide prevention/intervention/postvention trainings, special education training for general education teachers, literacy training specifically designed for EL students, and teacher training from the LGBTQIA+ community.

- c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.
- d. Healthy Youth Department provides information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and California Healthy Youth Act (“CHYA”) instruction.
- e. Parent Trainings that are geared toward understanding College and Career Readiness opportunities such as AP, articulation, and dual credit courses.
- f. Parent Engagement Training Series for parents of English Learners and parents of students with disabilities.

#### **4. Workforce Efficiency and Effectiveness**

- a. Edgenuity Training - online curriculum content provider
- b. Audit and Compliance/Rigor, Content, and Quality
- c. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Moodle, and Weebly (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource Training

### **ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS**

At the time that a parent submits an application to enroll their student in ASSB, the Charter School will provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

ASSB has received accreditation from the Western Association of Schools and Colleges (WASC).

ASSB has received approval of ‘a-g’ courses from the University of California.

### **CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in **Element B** of the charter for a description of ASSB’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals in accordance with Education Code Section 47605(c)(5)(A)(ii).

## **PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL**

ASSB's **Multi-Tiered System of Supports ("MTSS")** engages high-risk students in participating and excelling in school. **(Appendix DD)** ASSB identifies students who are below grade level immediately upon enrollment. At the first student appointment, ASSB staff administer the NWEA MAP English Language Arts and Math surveys. Counselors review these academic proficiency results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (PPEP)** and the initiation of MTSS. ASSB's goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards high-risk students:

**Core Instruction:** Research-based instructional strategies are integrated into all core content curricular areas. Content area teachers are trained in research-based instructional strategies: Universal Design for Learning ("UDL"), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students also participate in small-group and individual tutoring sessions.

### **Social Emotional Learning Program:**

- Employing Trauma Informed Practices for Schools ("TIPS") in teacher engagement strategies: Teachers lead communications through a trauma-informed lens.
- Resilience in Students and Education ("RISE") is a social-emotional learning series of live, interactive, video broadcasts for students. RISE sessions are aligned to Social and Emotional Core Competencies in order to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges.
- Healthy Youth Program ("HYP") and Crisis Support: ASSB understands how important it is to meet the needs of each student and family and to attend to the social and emotional needs that arise during times of crisis and challenge. ASSB provides individual counseling and small group social-emotional learning sessions that are essential to mental health and wellness.

**Professional Learning Communities:** Instructional Leaders provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

**Data Collection, Monitoring, and Reporting:** Curriculum, instructional, and professional development decisions are made based on close analysis of student achievement and engagement data.

**Parent Trainings:** Research-based parent trainings are held on topics relevant to current family issues and trends.

**Intervention:** Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

**High School Completion Options:** Multiple paths to successful completion, including preparation for GED or HiSET, are available to students who enroll significantly behind grade level in skills and

high school credits.

**Student and Family Services and Supports through partnerships:** Established partnerships that are community-based and free or reduced cost are provided to students as part of their personalized intervention plan. The counselors facilitate appropriate referrals and resources for each student.

Student progress is monitored through the systematic Pathways Personalized Education Plan (“PPEP”) process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), determines the supports and services that are most effective for each student and identifies any additional curricular and instructional resources necessary to support student achievement.

### **PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Through the **Multi-Tiered System of Support (Appendix DD)**, ASSB systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level have a PPEP that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor, and student, collaborate to select appropriate courses including Honors, Advanced Placement, Dual Enrollment and Articulated courses. Following a course of study aligned to ASSB’s instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. The Charter School provides opportunities for students to be concurrently or dual enrolled in community college courses (**Appendix EE**) and to consult regularly with one of ASSB’s college counselors. Additionally, teachers participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

ASSB recognizes that each student is a unique individual with his/her own interests, strengths, and challenges. The Charter School’s goal is to identify and celebrate the unique gifts and talents of every student. “Giftedness” occurs along a continuum. Strategies that work for one gifted student will not necessarily work for all gifted students. ASSB pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of **Gifted and Talented** students.

At ASSB, GATE students are offered an **Individualized GATE Plan (“IGP”)**. The IGP is created by the student, parent(s), and teachers, to plan the services and program options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
- Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
- Small group instruction

- Opportunities for independent study, community-based learning, and project-based learning
- Postsecondary Education

Students receive individualized instruction with a **GATE Certified teacher** one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum is compacted based on standards mastery. Whenever possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Please see ASSB's GATE Plan (**Appendix R**).

### **PLAN FOR ENGLISH LEARNERS**

ASSB meets the applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, pertaining to annual notification to parents, student identification, placement, program options, designated and integrated English Language Development (ELD) instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, standardized testing requirements, and parent/family engagement. ASSB implements policies to assure appropriate placement, evaluation, and communication regarding ELs and the rights of students and parents. ASSB fully implements a specially designed English Learner Plan that addresses the needs of the high-risk/at-promise student population served and:

- Outlines consistent practices in the development, implementation, and evaluation of English Learner programs and services.
- Provides specific procedural guidelines for the identification, instruction, assessment, and reclassification of students.
- Aligns to the principles of the California English Learner Roadmap.
- Articulates the English Language Development program and options for ELs, including equitable access to rigorous course of study and high-quality instruction.
- Describes the formation and functions of the English Learner Advisory Committee ("ELAC").

Please see ASSB's English Learner Plan (**Appendix S**).

### **English Learner Identification**

The **Home Language Survey ("HLS")** is administered upon a student's initial enrollment into the Charter School (on enrollment forms). The HLS is used to identify whether the primary or native language of the student is a language other than English. The Charter School uses the HLS to verify data in CALPADS and to capture survey information for students enrolling for the first time in California or the United States.

Using the HLS, students who have been identified to have their primary or native language be a

language other than English, and have not been previously assessed, are given the Initial English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency, the student will qualify as an English Learner.

### **English Learner Assessment**

All students who indicate that their home language is other than English are assessed with the state-approved assessment of language proficiency (ELPAC Initial Assessment) within 30 days of initial enrollment and at least annually (ELPAC Summative Assessment) thereafter until re-designated as fluent English proficient.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing and progress reporting.

Results of each student’s assessment are sent to parents or guardians in their primary language. These results are also included in the PPEP for instructional planning.

For students who enroll with previous ELPAC results, the ELPAC is administered annually based on the ELPAC summative assessment window until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on designated supports or accommodations according to their Individualized Education Programs (“IEP”) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The Charter School notifies all parent/guardians annually, in writing, and in the student’s home language, when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, ASSB assesses all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, NWEA MAP in reading, language usage, and math. MAP assessments provide detailed, actionable data on student’s present skill levels in relation to state standards to inform the creation of the PPEP upon enrollment. MAP pre- and post-assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

### **English Learner Reclassification**

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (“RFEP”) student after meeting various linguistic and academic criteria. ASSB has developed student reclassification procedures based on criteria set forth by CDE guidelines. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

**Criteria A.** Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.



ELPAC results should demonstrate English proficiency in all domain areas with an ELPAC Overall Performance Level (PL): 4 or Alternate ELPAC Overall PL 3.

**Criteria B.** Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Demonstration of “basic skills” in English from an objective assessment that is also given to English proficient students of the same age.

- MAP: Reading scores must fall within the student’s grade level range; or,
- Smarter Balanced ELA Summative Assessment scores will meet or exceed the standard.
- For students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of Adequate, Moderately Low or higher in the Communication Domain.

**Criteria C.** Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

#### Teacher Input for Reclassification Form

- Teachers evaluate EL student use of English while engaging in grade-appropriate academic content learning. The form evaluates the student’s proficiency in oral and written language supported by academic qualitative and quantitative performance data.
- For students who take the Alternate ELPAC, instructional staff will use the student’s classroom and academic performance based on the student’s IEP goals for academic performance and ELD.

**Criteria D.** Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

#### Parent Consultation

- Parents are consulted and engaged in the Reclassification determination process, inclusive of IEP team members.

### Monitoring Reclassified Fluent English Proficient Learners

ASSB implements a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient students for four years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents are notified of ongoing progress after reclassification

during parent-teacher meetings each semester. Each year, through the PPEP process and the use of Ellevation, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- MAP Reading scores
- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP scores
- Participation Rates
- Credit Completion Rates
- Teacher and parent/guardian observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, the Multi-tiered System of Supports (MTSS) is utilized to determine and apply interventions. These interventions can include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

- Conference with student and parent/guardian
- Referrals and resources given to student and family
- Specialized reading and/or writing tutoring sessions
- Placement in ELD and/or Literature and Comprehension courses
- Customized curriculum with literacy supports, scaffolds, and learning resources

### **Comprehensive English Language Development Program**

ASSB's goal for English Learner programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Through a Structured English Immersion (SEI) Program designed for independent study and flexible learning models, English Learners at ASSB receive nearly all instruction in English, with curriculum and instruction designed to provide access to the standards-based curriculum for pupils who are learning English. Students participate in a comprehensive ELD program with **Designated ELD** to support academic language proficiency, and **Integrated ELD** to provide access to grade level academic subject matter content. Program participation and program effectiveness are monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

ELs have full access to the Charter School's educational program through **Integrated English Language Development**. Teachers use the California English Language Development Standards in tandem with the State Standards for ELA/Literacy and other content standards.



Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP) Model to make content comprehensible for English Learners and Writing Redesigned for Innovative Teaching and Equity (WRITE). Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, primary language and culture, explicitly teaching comprehension strategies, academic vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The Charter School utilizes a web-based comprehensive English language learning program (BrainPOP ELL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

The Charter School offers EL students blended learning opportunities. Online courses (Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, Closed captioning of instruction, and close reading of text.

**Designated ELD** is structured as a highly individualized curriculum based on CA ELD standards. Students are enrolled in culturally responsive, grade level courses that are aligned to the CA ELD standards in order to develop critical language ELs need in Reading, Writing, Speaking and Listening for content learning in English. These language development courses are enhanced with individualized tutoring sessions and literacy instruction, in person or virtually, that utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards. The courses engage students in blended **weekly synchronous** and **daily asynchronous** learning, may utilize literacy circles with grade level, standards-based curriculum resources, and provide opportunities for daily live interaction with teachers and instructional support staff.

Students are identified to participate in appropriate Designated ELD courses based on their language proficiency according to their ELPAC results. The instructional team, including parents/guardians, set proficiency goals for students with measures and benchmarks for achievement.

### **Access to Honors, Advanced/AP Classes, Early College Credit and Special Education**

English learners have the same access to the education programs and services as native English-speaking students. At ASSB, a lack of proficiency in English is not a barrier to enrollment in courses meeting the a–g requirements or in AP/Honors classes in subject areas other than English. English Learners also have access to the Early College Credit program, in which they can earn college credits

through dual enrollment and by completing articulated coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

English learners have equitable access to the same education programs and services as native English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability.

## **PLAN FOR STUDENTS WITH DISABILITIES**

### **General Overview**

ASSB shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Act (“IDEA”).

ASSB is an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Altus Schools is one of the founding partners of the El Dorado County Charter SELPA and is in good standing (**Appendix XX**).

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

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

ASSB is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. ASSB works closely with the El Dorado County Charter SELPA in order to coordinate services locally. ASSB representatives attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to ensure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists and Resource Specialists are hired locally and, as direct ASSB employees, they provide Specialized Academic Instruction (“SAP”) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (“FAPE”). Special Education related services are contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services are provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in San Diego County. Facilities will be compliant with IDEA requirements.

ASSB will exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. ASSB will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that ASSB is unable to provide.

### **Section 504 of the Rehabilitation Act**

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

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

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

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

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

professional staff.

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

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

### **Services for Students under the "IDEA"**

*The following description regarding how special education and related services is provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the chartering authority. The specific manner in which special education and related services is provided and funded will be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of ASSB and the SELPA. A copy of the MOU will be made available to the chartering authority upon request.*

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

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

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

### **Staffing**

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

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

without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

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

### **Identification and Referral**

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

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

### **Assessments**

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

### **IEP Meetings**

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

### **IEP Development**

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and

placements shall be provided to all eligible ASSB students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### **IEP Implementation**

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

### **Interim and Initial Placements of New Charter School Students**

ASSB shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

### **Non-Public Placements/Non-Public Agencies**

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

### **Non-discrimination**

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



**Parent/Guardian Concerns and Complaints**

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

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

**Due Process Hearings**

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

**SELPA Representation**

ASSB shall represent itself at all SELPA meetings.

**Funding**

ASSB is subject to the allocation plan of the SELPA.

## Element B: Measurable Pupil Outcomes

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**Governing Law:** *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

As a public charter school, ASSB recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. The Charter School has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

ASSB will continue to examine and refine its list of student outcomes over time to reflect the Charter School's mission and any changes to state or local standards that support this mission.

### **STUDENT OUTCOMES**

ASSB, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of ASSB for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

**English/Language Arts** Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Mathematics** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

**Science** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

**History and Social Studies** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

**World Language** Students will be given the opportunity to gain proficiency in speaking, reading,



writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

**Visual and Performing Arts** Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

**Physical Education** Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g., problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the International Society for Technology in Education.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at ASSB.

### **CHARTER SCHOOL GOALS, ACTIONS, AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help ASSB to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

#### **Local Control and Accountability Plan**

ALTUS SCHOOLS SOUTH BAY

*(formerly authorized as Sweetwater Secondary School)*

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In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**Goal 1:** Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program.

*Aligned to State Priorities 1 (Basic), 4 (Student Achievement), 5 (Student Engagement) and 8 (Other Pupil Outcomes)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### 1.1 Systematic Approach to Monitor Student Learning for All Students

Applicable Student Groups: All Students

- a. School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.
- b. School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.
- c. Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.

### 1.2 Evaluate and Support English Language Proficiency for English Learners

Applicable Student Groups: English Learners

- a. School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine

English Learner plan implementation.

- b. Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.
- c. Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.
- d. Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.
- e. Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.
- f. Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.
- g. Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.

### 1.3 Academic Instruction and Support for All Students

Applicable Student Groups: All Students

- a. Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.
- b. School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.
- c. Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.
- d. Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.
- e. Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.

- f. Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.
- g. Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.
- h. Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios.
- i. Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.
- j. The School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.
- k. School staff will provide ongoing field trips that focus on student career and college pathways interest.
- l. Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.

#### **1.4 Academic Instruction and Support for English Learners, Low-Income, and Foster Youth**

Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.
- b. Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.
- c. Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.
- d. Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.

- e. Equity and Inclusion (E&I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.
- f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.

### **1.5 Academic Instruction and Support for Students with Disabilities**

Applicable Student Groups: Students with Disabilities

- a. Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.
- b. Specialized Academic Instruction (SAI) provided by Education Specialists.
- c. Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.
- d. Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

### **1.6 Systematic Monitoring of Academic Performance for All Students**

Applicable Student Groups: All Students

- a. Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.
- b. School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&I and Professional Learning Systems.
- c. Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.

### **1.7 Systematic Monitoring of Academic Performance for English Learners, Low-Income, and Foster Youth**

Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.
- b. Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.
- c. School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.
- d. Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.
- e. Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

#### **Expected Annual Measurable Outcomes:**

- **Teachers Appropriately Assigned and Credentialed** – At least 90% of teachers are appropriately assigned and credentialed.
- **One-Year DASS Graduation Rate** – Greater than 80% Status Level or increase 3% from prior year for All Students and Students Groups
- **Combined Four- and Five-Year Graduation Rate** – Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups; or exceed the county DASS schools or state DASS schools average on the Graduation Rate.
- **Chronic Absenteeism** – Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups; or exceed the county DASS schools or state DASS schools average on the Graduation Rate.
- **CAASPP SBA – ELA** – Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the county DASS schools average or state DASS schools average DFS in SBA ELA for grades 3-8 and 11.
- **CAASPP SBA – Math** – Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the county DASS schools average or state DASS schools average DFS in SBA Math for grades 3-8 and 11.
- **CAASPP SBA ELA and Math Proficiency** - Increase the annual percentage of grade 11 students who score at least a Level 3 ‘Standard Met’ on the Smarter Balanced Summative ELA and

Mathematics Assessments (EAP Measure); or exceed the county DASS schools average or state DASS schools average Proficiency in SBA ELA and Math.

- **English Learner Progress Indicator (ELPI)** - More than 45% of English Learners are making progress towards English Language proficiency.
- **English Learner Reclassification Rate** - Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total.
- **Measures of Academic Progress by NWEA** - More than 60% of All Students and Student Groups will meet their annual Reading growth target.
- **Measures of Academic Progress by NWEA** - More than 60% of All Students and Student Groups will meet their annual Language growth target.
- **Measures of Academic Progress by NWEA** - More than 60% of All Students and Student Groups will meet their annual Math growth target.
- **California Science Test (CAST)** - Improve the annual percentage of All Students and Student Groups scoring proficient.
- **Student Participation Rate (Attendance)** - Exceed 84% or improve 3% from prior year for All Students and Student Groups.
- **Middle School Dropout Rate** - Maintain a dropout rate less than 5% for All Students.
- **High School Dropout Rate** - Maintain a dropout rate less than 5% for All Students.
- **Student Confidence** - More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment.

**Goal 2:** Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

***Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access) and 8 (Other Pupil Outcomes)***

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### **2.1 Standards Aligned Course of Study and Curriculum for All Students**

Applicable Student Groups: All Students

- a. Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development



(ELD) Standards, and Next Generation Science Standards (NGSS).

- b. Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.
- c. APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.
- d. Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).
- e. APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.

## **2.2 Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students**

Applicable Student Groups: English Learners and Low-Income Students

- a. Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.
- b. APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.
- c. Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.
- d. Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.
- e. Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.
- f. Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).
- g. Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.



- h. Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.

### 2.3 College/Career Pathways for All Students

#### Applicable Student Groups: All Students

- a. Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.
- b. School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.
- c. School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.
- d. Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.
- e. Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.
- f. Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.
- g. Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.
- h. School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.
- i. Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.
- j. Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.
- k. Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May Instructional Meetings to calculate College/Career readiness rate projections.
- l. Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.

### Expected Annual Measurable Outcomes:

- **Availability of Standards Aligned Instructional Materials** – Maintain 100%
- **Provide All Students with a Broad Course of Study** – Maintain 100%
- **Pupils with Exceptional Needs**– Design and implement programs and services available to all pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills
- **College Credits** – Increase the annual number of students completing college credit courses
- **Advanced Placement** – Increase annual student participation in Advanced Placement (AP) Courses
- **CTE Career Pathways** – Maintain high-quality and relevant established CTE Career Pathways
- **State Standards** – 100% of Core Courses will be aligned to CCSS
- **State Standards** - 100% of Science Courses will be aligned to NGSS
- **State Standards** – 100% of ELA and Social Science Courses will be aligned to ELD Standards
- **UC a-g Courses** - 100% of Core Courses will be UC A-G approved
- **CTE Courses** - 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
- **CTE Career Pathways** - Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway
- **UC a-g Completion** - Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU
- **CTE Career Pathways and UC A-G Completion** - Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway
- **AP Exams** - Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher
- **Work Experience Education** - Maintain a compliant and accessible Work Experience Education (WEE) Program

**Goal 3:** Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

*Aligned to State Priorities 2 (State Standards) and 6 (School Climate)*

**Actions:** In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

#### 3.1 Professional Development Focused on Improving Academic Performance for All Students

Applicable Student Groups: All Students

- a. Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.
- b. Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.
- c. School Coordinator will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.
- d. AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).
- e. AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.
- f. Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.
- g. AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.
- h. AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.
- i. AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.
- j. AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- k. AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.
- l. Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.

- m. Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.

### 3.2 Professional Development Focused on Improving Academic Performance for English Learners, Low-Income, and Foster Youth

#### Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.
- b. English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.
- c. Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.
- d. Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.
- e. Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.
- f. Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.
- g. AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- h. Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- i. Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.

- j. Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.
- k. AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.
- l. Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.

#### **Expected Annual Measurable Outcomes:**

- **Professional Development** – 90% of teachers will participate in at least 60 hours professional development per year
- **Math Professional Development** - 90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards
- **English Learner Professional Development** - English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction
- **Leading Edge Certification (LEC)** - 90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment
- **Relevant Professional Development** – 90% of staff will report an average rating of 4 (1-5 scale) on evaluation of training sessions
- **School Satisfaction** – 90% of students and parents surveyed will report high levels of satisfaction with their overall educational experience at the school

**Goal 4:** Provide a safe environment and supportive school culture for all educational partners to teach and learn.

#### ***Aligned to State Priority 6 (School Climate)***

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

#### **4.1 Safe and Supportive Schools for All Students**

Applicable Student Groups: All Students

- a. Executive School Safety Committee will meet regularly to implement the School Safety Plan.
- b. A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical

incidents in a school setting.

- c. Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.
- d. Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.
- e. Installation of Brivo card access controls at all resource centers and office
- f. Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.
- g. Provide nursing services to support the overall health and social-emotional well-being.
- h. Provide a Mental Health & Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.
- i. Provide students and parents with opportunities for input into safety planning.
- j. Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.

#### 4.2 Social, Emotional, and Behavioral Support Systems for All Students

Applicable Student Groups: All Students

- a. Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.
- b. Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.
- c. Character and Leadership Development Program to promote health, wellness, and academic achievement.
- d. Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.
- e. School staff will update the school website to provide families with information related to available food resources, health, and wellness services.

- f. Meal and Nutrition Program to promote student health and well-being.

#### 4.3 Social, Emotional, and Behavioral Support Systems for Low Income Students and Foster Youth

##### Applicable Student Groups: Low-Income and Foster Youth

- a. Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.
- b. The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.
- c. Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.
- d. Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.
- e. Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.
- f. Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.
- g. Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.

##### **Expected Annual Measurable Outcomes:**

- **Suspension Rate** – Maintain a suspension rate at 1.5% or less
- **Expulsion Rate** – Maintain an expulsion rate at 1% or less
- **Safety Satisfaction Rate** – Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys
- **Compliant School Safety Plan** – Maintain a School Safety Plan that meets the needs of educational partners and is compliant

**Goal 5:** Provide innovative, engaging and a community-based resource center to service and support students, parents, and family members.

*Aligned to State Priorities 1 (Basic Services) and 3 (Parent/Family Engagement)*



**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### 5.1 Engagement Opportunities for All Students

Applicable Student Groups: All Students

- a. School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.
- b. School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.
- c. Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.
- d. School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.
- e. Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.
- f. School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards (Audeo Valley) lab work.
- g. Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.
- h. Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.
- i. School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration, and communication.
- j. Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.
- k. Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.
- l. Administer the California Healthy Kids Survey (CHKS) to evaluate students’ perceptions of mental health, social-emotional health and overall school climate and connectedness.



- m. Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.

## 5.2 Engagement Opportunities for English Learners, Low-Income, and Foster Youth

### Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.
- b. Coordinate transportation services for foster youth to increase access to the resource center for educational support and services.
- c. Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.
- d. Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.
- e. Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.
- f. Provide translated materials and resources for parents and family members of English Learners.
- g. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.
- h. Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.
- i. Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.
- j. Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.

### **Expected Annual Measurable Outcomes:**

- **Facilities** – Receive School Facility Good Repair Status of “good” or “exemplary”
- **Parental Involvement** - Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events

- **Parental Involvement** - Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences
- **Partnerships** – Maintain formal partnerships with community-based organizations
- **Parent Training** – Provide six Family Learning Series Trainings to all parents and family members
- **Innovative Learning** - 90% of parents will report that Resource Centers provide innovative learning opportunities for students

## Element C: Methods of Assessment and Other Uses of Data

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**Governing Law:** *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

### OVERVIEW

Altus Schools South Bay (“ASSB” or “Charter School”) will meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

ASSB will utilize methods of assessments in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(c)(5)(C).

### ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of ASSB. No single assessment or data indicator can provide all the information needed to make informed decisions about every student’s learning. A collection of measures that is focused on academic standards mastery and promotes positive student outcomes can provide meaningful insights about each student’s achievement and the Charter School’s effectiveness.

ASSB utilizes a variety of assessments, both formative and summative, and key indicators to demonstrate achievement of academic standards and schoolwide learning outcomes. These measures are utilized to demonstrate student achievement and engagement as it aligns to the Eight State Priorities. These will include, but will not be limited to:

#### **State-Mandated Assessments**

- CAASPP assessment system (e.g., the Smarter Balanced Summative Assessments in ELA and Mathematics, California Science Test (“CAST”), and the California Alternate Assessments)
- ELPAC – Initial and Summative Assessments, including Alternate Assessments
- Physical Fitness Test – (“PFT”)

#### **Local Assessments**

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics) – Grades 7-12
- CAASPP Smarter Balanced Interim Assessments in English Language Arts/Literacy and Mathematics
- End-of-course examinations aligned to State Standards

- Unit tests, quizzes and learning checks
- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

#### **Other Key Performance Measures**

- Course Completions (including UC a-g and CTE completions)
- Academic Grade Point Averages
- Suspension and expulsion rates
- Participation Rate (Attendance)
- Chronic Absenteeism (k-8)
- Dropout Rate (1 year)
- Graduation Rate (1-year DASS)

#### **Optional Assessments**

- PSAT
- ACT
- SAT
- AP
- CHSPE
- HiSET

ASSB is an active DASS School and complies with all applicable requirements under the state accountability system, including the California School Dashboard. Due to the special target population that the Charter School serves, the focus is reengaging and motivating students to continue towards the achievement of their PPEP which focuses on positive student outcomes.

The evaluation and analysis of the assessments and measures above are embedded in each student's PPEP. Student performance and progress on state mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC are measured annually. Local assessments (MAP Growth and Smarter Balanced Interim Assessments) are used throughout the year to determine progress towards standards mastery. End-of-course exams, unit tests and learning checks on State Standards, portfolios, exhibitions, surveys and other measures are monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and target each student's learning needs based on strengths and deficiencies. As part of the PPEP, students complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track towards their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs are also evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

The School Coordinator meets with teachers three times throughout the school year to conduct a

thorough analysis of individual student progress on key measures aligned to State Priorities. These progress reviews are shared with the student and parent(s) to determine any additional curricular and instructional supports and services that are necessary to support positive student outcomes. In addition, students' self-reflection on strengths and challenges are a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning.

## **USE AND REPORTING OF DATA**

Use of assessment data and measures of academic outcomes allow teachers to differentiate instruction based on students' strengths, interests, and talent to set goals and plans for students. Assessment data and key measures allow ASSB to evaluate programs for continuous improvement and instructional strategies implemented to increase student outcomes. Data is also used to target professional development for teachers.

ASSB uses a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. Data is made available through the SIS known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff have broad access to School Pathways' SIS and teachers have access to student data. The system generates reports that are circulated to the administration, faculty, support staff, students, and parents. Many of these reports can be found in The Storybook. The Storybook is a tool used to report data monthly and annually on key performance measures aligned to the State Priorities. ASSB publishes the Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including school participation (attendance), credit completion rates, MAPs scores, dropout rates, graduation rates, CAASPP results, ELPAC results and other measures of student achievement and engagement during monthly instructional meetings to improve the instructional and operational programs within the Charter School. Data is also disaggregated by student groups and special populations to closely monitor the progress of socioeconomically disadvantaged students, EL students, homeless and foster youth, and students in special education programs. At the end of the year, each monthly Storybook is compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year. Teachers also utilize Illuminate's Data and Assessment platform to review learning checks and unit assessments to identify continued areas of growth to assist students with standards mastery. End of course exam data in Illuminate is used to evaluate instructional strategies and curriculum for any revision or enhancement needs.

Information on the educational performance and progress of students is regularly provided to all educational partners. Data is shared with parents and other community partners in a variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent trainings, during Open House, and at ELAC meetings. Results are also sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and PFT. Parents and the community have access to the Charter School's California School Dashboard outcomes, the annual School Accountability Report Card ("SARC") posted on the ASSB website, the CDE's DataQuest

system, and Board of Director meetings.

**SARC and LCAP**

ASSB complies with state mandated requirements applicable to charter schools regarding the SARC and LCAP each year. Outcomes on assessments and key measures above are aligned to State Priorities and are reported annually in the SARC and the LCAP Annual Update.

## Element D: Governance Structure

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**Governing Law:** *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

### **NON-PROFIT PUBLIC BENEFIT CORPORATION**

Altus Schools South Bay (“ASSB” or “Charter School”), a directly funded independent charter school, is operated by Altus Schools Southern California (“Altus Schools”), a California non-profit public benefit corporation, pursuant to California law. Altus Schools is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for ASSB’s operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

ASSB operates autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the Authorizer and ASSB. Pursuant to California Education Code Section 47604(d), the Authorizer shall not be liable for the debts and obligations of Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Charter School as long as the Authorizer has complied with all oversight responsibilities required by law.

Attached, please find the Altus Schools Southern California Restated Articles of Incorporation as **Appendix F**, Bylaws as **Appendix H**, and Conflict of Interest Code as **Appendix I**.

### **BOARD OF DIRECTORS**

ASSB is governed by the Altus Schools Southern California nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors and no more than nine, unless changed by amendment to the bylaws. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

The District Governing Board reserves its right pursuant to Education Code Section 47604(c) to have a representative on the ASSB Board, and if the District Board chooses to exercise this right, such representative shall be solely of the Authorizer’s choosing and shall be appointed by the District Board or designee rather than the Altus Schools Board. Any Authorizer representative to the Altus Schools Board shall serve solely at the District Governing Board or designee’s discretion and may serve an unlimited number of consecutive terms. The Altus Schools Bylaws shall specify that no requirements for or restrictions on the appointment, service or terms for removal of other members of the Board of Directors shall apply to any District representative and such representative shall serve at the pleasure of and be removed only by the action of the District Governing Board or designee. Should the District exercise this right, Altus Schools may choose to expand the number of Directors by one,

if necessary, in order to maintain an odd number of Directors.

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Following are the names and biographies of the current Board of Directors:

### **Wayland Myers**

*Board Chairperson*

Wayland Myers is the CEO of Myers Media Group, LLC (“MMG”). With over 28 years of traditional and digital marketing experience Wayland Myers commands a deep knowledge of the online landscape.

Wayland founded his third company, Myers Media Group, LLC in 2007. Over the last 13 years, MMG has become a unique multimillion-dollar marketing technology company that offers an advanced audience acquisition & growth platform called Macrotrend™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Sears, GrubHub and Travelocity. With his innovative approach to audience acquisition and unique view of the online landscape he has forged long lasting partnerships resulting in millions of dollars of incremental revenue for his clients.

As Google is moving more and more toward AI driven results, Wayland has consistently been a champion of helping businesses by innovating technologies capable of reacting to and predicting the swiftly changing online market. He fully understands the complexity and breadth of challenges faced by enterprise level domains today, and constantly strives to solve them in unique, scalable ways.

### **Laura Barreiro**

*Board Member*

As Director of Operations at Retail Insite, Laura is responsible for operational efficiency and fostering a culture of accountability, commitment and shared success. Laura has been a licensed real estate Salesperson since 2005 and achieved CCIM (Certified Commercial Investment Member) designation in 2017. Laura has worked in a variety of capacities connected to commercial real estate since 1999,

Laura has a child that attended and graduated from Altus Schools, giving her firsthand knowledge of the potential benefits afforded students utilizing this educational option.

### **Chris Gordon**

*Board Member*

As Founder and CEO of RE3 Gifts, Chris and his team help organizations recruit, reward, and retain their best people with thoughtful, timely gifts. Through RE3's trusted program, business leaders enhance the quality, design, and impact of the apparel and gifts they give to employees and clients, helping to foster great brand and culture. After a decade of experience in the branded products space,



Chris founded RE3 to circumvent the common pitfalls, problems, and waste that many companies experience when it comes to their corporate "swag" program.

As the father of four young children, Chris believes in great options for a quality education, like Altus Schools, and is honored to serve on its Board of Directors.

### **Jim Herr**

*Board Member*

Jim has been active at Parron Hall for over 40 years but, in fact, he has been involved in the business his entire life. As he says, “having been born into it, I learned a lot sitting around the kitchen table growing up.” His education didn’t end there however – he graduated Magna Cum Lauda with a degree in finance. While highly qualified to own and run Parron Hall which was founded in 1947, the business enjoys continued success due to Jim’s loyalty and philosophy about working with his team of 45 people. “I really allow people to work for our customers with great support from leadership, and I reward outstanding performance. We are very team oriented. We allow people to excel at what they are good at.” Looking at the 12-year average tenure of Parron Hall’s staff, the longstanding list of loyal clients and years of successful ownership, it’s clear that Jim’s leadership style creates a winning environment for everyone.

### **Cristina Stevens**

*Board Member, Parent Representative*

Cristina brings over 25 years of extensive experience with Hydraulic Controls, Inc., where she has held diverse roles and demonstrated her expertise in various capacities. Currently, as a member of the senior leadership team, Cristina is instrumental in establishing performance standards within a manufacturing setting. Her primary responsibility lies in motivating a highly efficient team of technicians, assemblers, and customer service associates while fostering a safe and positive workplace environment.

Recognized as a service-oriented leader, Cristina actively advocates for process improvement practices that yield significant business outcomes. She prioritizes compassion towards her workforce, overseeing critical aspects of training and retention processes. Through her guidance, Cristina ensures that her team members receive the necessary support and development opportunities to excel in their roles.

Furthermore, Cristina's commitment to education led her to join the Altus Schools Board of Directors as the parent representative. Having personally witnessed the positive impact of Altus Schools' educational program within her own family, she is dedicated to leveraging her extensive knowledge and professional expertise to uphold the exceptional standards of education provided by Altus Schools. By actively contributing to the board, Cristina aims to guarantee that these schools continue to serve as outstanding educational options for students.

### **Board Meetings and Duties**

The Board of Directors shall meet regularly, at least one (1) meeting per quarter, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully

responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School's personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

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

### **Conflict of Interest Code and Compliance with Laws**

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix I**. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the

Charter School.

ASSB shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, as a non-profit public benefit corporation, Altus Schools shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

### **Board Training**

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

### **SCHOOL COORDINATOR**

The School Coordinator shall be the instructional leader of ASSB. The School Coordinator will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The School Coordinator will report directly to the Board of Directors, and she/he is responsible for the orderly operation of the school and the supervision of all employees in the school. The School Coordinator is assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator will communicate and report to the Board of Directors as needed.

The School Coordinator shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks shall include, but are not limited to, the following:

- Ensure ASSB enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of ASSB
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records

- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the facilities
- Promote ASSB in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the ASSB SARC and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

## **PARENT INVOLVEMENT IN GOVERNANCE**

A central tenet of ASSB's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that educational partner involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Student/Parent/Teacher Master Agreement (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

Accordingly, part of ASSB's educational plan is an agreement between parents and ASSB known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of ASSB's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

ASSB's philosophy is that parents choose to send their children to ASSB because they have high expectations of ASSB and the benefits that they and their children will receive. In turn, ASSB has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. ASSB will encourage, but will not require, volunteer parent participation in the school.

## Element E: Employee Qualifications

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**Governing Law:** *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

### OVERVIEW

Altus Schools South Bay (“ASSB” or “Charter School”) shall not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All staff shall operate under contracts with ASSB and be evaluated on an annual basis.

### QUALIFICATIONS FOR ALL STAFF

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School’s program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or academic performance.
- Take a leadership role in some aspects of the Charter School’s development.

All individuals employed at ASSB must possess qualifications, personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, right to work in the United States, and tuberculosis screening.

ASSB considers the employees described below to be key to the success of the Charter School:

### **ADMINISTRATOR QUALIFICATIONS**

The School Coordinator and any other administrator at ASSB shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers and have experience using technology and data-analysis tools. Business experience is preferred. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for their certificated assignment. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

Additional qualifications are:

- Demonstrated successful leadership in an administrative position in a public school or private school, preferably but not necessary as a leader of a school and preferably has work with a board.
- Commitment to accountability, including a rigorous student testing regime.
- Experience or familiarity with data management and presentation and commitment to achieving students' academic goals.

### **TEACHER QUALIFICATIONS**



ASSB shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Charter School shall comply with Education Code Section 47605(l), which states in part:

*Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.*

Teachers of English Learners will be required to hold a CLAD certification or Bilingual Authorization, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at ASSB and shall be subject to periodic inspection by the District.

ASSB will work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student is assigned to a teacher of record who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School's operational policies.

ASSB may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students' work assignments without the approval of the teacher of record.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:



- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.

## **JOB DESCRIPTION AND REQUIRED CREDENTIAL FOR SPECIAL EDUCATION TEACHERS**

Special Education Teachers provides support for the instructional program for students with special needs, pertinent information and consultant services to staff members and parents, on-going student assessment and evaluation, on-going planning with regular resource center teachers.

### **REPRESENTATIVE DUTIES:**

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Develops educational plans for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective services.
- Maintains all special education records and timelines on compliance issues.

### **KNOWLEDGE AND ABILITIES:**

- Resource Center management strategies
- Cognitive restructuring and pro-social skills development
- Various academic assessment tools in reading, language arts, and mathematics
- Strategies for student motivation
- Instructional strategies involving computerization
- Secondary curriculum
- Cooperative learning models
- IEP process
- Laws and regulations related to special education

- Work with students from all ethnic and cultural backgrounds
- Administer, score, and interpret academic assessment testing and develop applicable goals and objectives for student services
- Provide consultant services to regular resource center teachers and ancillary staff
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery
- Work with teachers to develop and maintain teaming/communication
- Modify core curriculum and implement appropriate teaching strategies

**REQUIRED CREDENTIAL:**

- California Education Specialist Instruction Credential
- Master's Degree preferred

**JOB DESCRIPTION AND REQUIRED CREDENTIAL FOR INDEPENDENT STUDY TEACHERS**

Independent Study teachers guide the instructional program for all students through developing a pathways personalized education plan unique to each student. ASEC teachers should be competent, energetic, student-centered educators with good management and organizational skills, who understand adolescents, are able to motivate students, set high expectations, welcome accountability, and are good team players.

**REPRESENTATIVE DUTIES:**

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Improve each student's ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
- Implement the educational program required at GSS.
- Upon completion of the pathways personal education plan assessment, undertake those activities that result in the student achieving his/her academic and career goals.
- Create and maintain a community outreach effort to engage students, parents/guardians, residents, feeder school communities, counselors, health and social service providers, neighborhood businesses, partnerships and alliances, and community based organizations. This active engagement will be achieved by documented home, school, and community visitation, telephone calls, personal conferences, letters, etc.
- Select, orient, provide leadership and supervise assistants and volunteers.
- Maintain compliance with resource center budgets, including expenses and student work product, protect and account for resource center assets.

- Perform accurate and timely accounting of student activities, i.e., master agreements, course contracts, portfolios, credit reports, contact logs, intervention sheets, and other documents deemed necessary for compliance.
- Demonstrate evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
- Other duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

- Engage and motivate students toward success; knowledge and experience with curriculum and teaching strategies.
- Facilitate learning and develop individualized education plans.
- Counseling skills.
- Thrive on challenge, autonomy, and accountability.
- Excellent organization, time management, and record keeping skills.
- Experience with special student populations: at risk, gifted, foster, homeless, ELL, etc.
- Be creative and resourceful.
- Possess computer skills.
- Administer the complex operation of a storefront location.

### **REQUIRED CREDENTIAL:**

- California Single Subject Teaching Credential
- Master's Degree preferred

### **OFFICE PERSONNEL QUALIFICATIONS**

The School Clerk will be selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection is based on experience, professional attitude, skills and ability to perform the job duties for the position.

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the Charter School.

- Ability to collaborate with faculty and staff, students and parents.
- Ability to attend community events to represent the Charter School.

### **BUSINESS/FINANCIAL PROFESSIONAL**

ASSB shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of the Charter School. Such services are provided by an employee or employees of ASSB. Any such employee shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar or providing the services of a Chief Business Officer or Chief Financial Officer or similar to a California public school (charter or non-charter).

## Element F: Health and Safety of Pupils and Staff

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

- (i) *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

Altus Schools South Bay (“ASSB” or “Charter School”) shall comply with all applicable safety laws and maintains health and safety policies to ensure the well-being of students and faculty. In order to provide safety for all students and staff, ASSB implements a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. Charter School shall review such policies and procedures with its insurance carriers and risk management experts on at least an annual basis in order to maintain them as legally compliant and in accordance with best practices and these policies are subject to revision and review/approval by the Altus Schools Board of Directors prior to the commencement of each school year. These procedures are incorporated as appropriate into Charter School’s student and employee handbooks and shall also be reviewed with each faculty member during orientation prior to the commencement of each school year and are reviewed on an ongoing basis by the School Coordinator, and Board of Directors, and in Charter School’s staff development efforts. Charter School submits a school safety plan to the CDE/SBE annually.

The following is a summary of the health and safety policies and procedures of ASSB:

### Procedures for Background Checks

Employees and contractors of ASSB shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Coordinator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

### Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all

applicable reporting laws. ASSB shall conduct annual training on child abuse reporting for all mandated reporters in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

Faculty, staff, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students who receive classroom-based instruction and employees shall be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

ASSB shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Vision, Hearing, and Scoliosis**

Students shall be screened for vision, hearing and scoliosis. Charter School shall adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by ASSB.

### **Diabetes**

ASSB shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy

on pupil suicide prevention and, if necessary, update its policy.

### **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

### **Menstrual Products**

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

As required by law, the Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Mental Health Education**

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

### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every



year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- Procedures for conducting tactical responses to criminal incidents

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

### **Blood Borne Pathogens**

ASSB shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free, Alcohol Free, Smoke Free Environment**

ASSB shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

ASSB shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. ASSB agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are

maintained in an operable condition at all times. Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

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

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

### **Bullying Prevention**

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

## Element G: Means to Achieve Student Population Balance

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**Governing Law:** *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

Altus Schools South Bay (“ASSB” or “Charter School”) shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

ASSB shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, special education, and EL student balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and EL student groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District for prospective students and parents.
- Collaborate with community organizations to network with families in need of the school’s educational model. Additionally, providing open houses and tours for the community.
- The school implements hyper-local advertising strategies with local print, outdoor, and digital messages.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the District.
- Charter School shall monitor and report the diversity of the school’s student population on an annual basis.

## Element H: Admission Policies and Procedures

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**Governing Law:** *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

Altus Schools South Bay (“ASSB” or “Charter School”) shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. ASSB shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School’s regular educational activities and shall comply with the “free schools” guarantee as set forth in state law.

Charter School shall admit all pupils who wish to attend ASSB. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3. In accordance with Education Code Section 49011 and 47605(e)(2)(b)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at ASSB. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at ASSB. The determination of school capacity shall be based on ASSB’s academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of ASSB, and the level of interest shown

by students who want to attend the Charter School.

Admission of a pupil to the Charter School shall be consistent with state laws and regulations governing independent study programs.

The ASSB admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level
- After admission, ASSB shall have the following requirements that must be met by each student and their family before beginning school at the Charter School
- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards<sup>1</sup>
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the school

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ASSB shall hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be as follows:

- Residents of the Sweetwater Union High School District
- Siblings of existing students of ASSB
- All other students

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Coordinator). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces

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<sup>1</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the Charter School website.

Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).



## Element I: Financial Audits

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**Governing Law:** *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

An annual independent financial audit of the books and records of Altus Schools South Bay (“ASSB” or “Charter School”) shall be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of ASSB shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The audit shall verify the accuracy of Charter School’s financial statements, attendance and enrollment accounting practices, revenue-related data collection and reporting practices, and review Charter School’s internal controls. The audit will include a review of Average Daily Attendance (“ADA”) as reported by ASSB. Moreover, the audits will ensure that the Charter School’s money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

An audit committee of the Board of Directors shall select an independent auditor each fiscal year and oversee the completion of an annual audit of the school’s financial affairs. The auditor shall have, at a minimum, a CPA license and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. Charter School shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan that focuses on the issue identified and presents a timeline for rectifying the concern and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of Charter School will be public record to be provided to the public



upon request.

## Element J: Pupil Suspension and Expulsion Procedures

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

- (i) *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - I. *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - II. *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided with written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension specified in clauses (i) and (ii).*
- (iv) *A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(f).*

The Suspension and Expulsion Policy and Procedures have been established by the Board of Directors in order to promote learning and protect the safety and well-being of all students at Altus Schools South Bay. In adopting this policy, Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at the non-charter schools may be suspended or

expelled and the procedures governing those suspensions, and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook and will clearly describe the discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians<sup>2</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the School Coordinator's office located at 3252 Bonita Road, Chula Vista, CA 91910. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

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

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

less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, the pupil's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the

rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    - iii. An act of cyber sexual bullying.



- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it



is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent

of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases,, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
  - r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
  - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
  - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

- telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An Act of cyber sexual bullying.
    - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual or committed a sexual battery as assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(j)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **3. Suspension Time Limits/Recommendation for Expulsion**

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

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

#### 4. Homework Assignments During Suspension

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

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

#### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Altus Schools Southern California ("Altus Schools") Board of Directors following a hearing before it, or by the Altus Schools' Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Altus Schools' Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under Family Educational Rights and Privacy Act (FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.



Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student.

The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of Charter School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.



3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or

other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students,

including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### **J. Written Notice to Expel**

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

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

#### **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from Charter School as the Altus Schools Board of Directors' decision to expel shall be final.

#### **M. Expelled Pupils/Alternative Education**

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

#### **N. Rehabilitation Plans**

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

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the pupil's expulsion term or to admit a previously expelled student from another school district or charter school who has not been

readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding the School Coordinator's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Charter School's capacity at the time the student seeks readmission or seeks admission to the Charter School.

#### **P. Notice to Teachers**

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

#### **Q. Involuntary Removal for Truancy**

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]"

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

##### **1. Notification of SELPA**

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

##### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP

would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

### **4. Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited

administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Charter School agree otherwise.

In accordance with 20 USC Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## **5. Special Circumstances**

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

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

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

## **6. Interim Alternative Educational Setting**

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

## **7. Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Charter School's disciplinary procedures may assert the procedural safeguards granted



under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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



## Element K: Employee Retirement Systems

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**Governing Law:** *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Certificated employees of Altus Schools South Bay ("ASSB" or "Charter School") shall be members of the California State Teachers' Retirement System (CalSTRS) and classified employees may be members of the California Public Employees' Retirement System (CalPERS). Charter School shall inform all applicants for positions within ASSB of the retirement system options for employees of Charter School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Charter School shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

## Element L: Public School Attendance Alternatives

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**Governing Law:** *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend Altus Schools South Bay (“ASSB” or “Charter School”). Students who reside within the District who choose not to attend ASSB may attend school within the District according to District policy or at another school district or school within the District through the District’s intra-and inter-district policies. Parents and guardians of each student enrolled in the Charter School shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ASSB, except to the extent that such a right is extended by the local education agency.

## Element M: Employee Return Rights

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**Governing Law:** *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at Altus Schools South Bay (“ASSB” or “Charter School”). Employees of the District who choose to leave the employment of the District to work at ASSB will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. The Charter School employees shall have any right upon leaving the District to work in ASSB that the District may specify, any rights of return to employment in a school district after employment in the the Charter School that the District may specify, and any other rights upon leaving employment to work in ASSB that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by Altus Schools Southern California nonprofit corporation provides no rights of employment at any other entity, including any rights in the case of closure of the the Charter School.

## Element N: Dispute Resolution Procedures

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**Governing Law:** *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

### DISPUTES BETWEEN ASSB AND THE DISTRICT

The staff and Board of Directors of Altus Schools South Bay (“ASSB” or “Charter School”) and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The intent of this dispute resolution process is to (1) resolve disputes within ASSB pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

The Charter School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District regarding the terms of this charter or any other issue regarding ASSB and the District’s relationship, ASSB staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and the ASSB School Coordinator, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

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

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

## **INTERNAL DISPUTES**

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by ASSB. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at ASSB will be provided access to the Charter School's policies and dispute resolution process.

The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to ASSB has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.

## Element O: School Closure Procedures

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**Governing Law:** *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of Altus Schools South Bay (“ASSB” or “Charter School”) shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities. The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the ASSB School Board votes to close ASSB, or the Charter lapses. In the event of a Closure Action the Charter School shall implement the following steps:

The Charter School will promptly (within 72 hours of the Closure Action) notify parents and students of ASSB, the District, the San Diego County Office of Education, ASSB’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232(g). ASSB will ask the District to store original records of ASSB students. All student records of ASSB shall then be transferred to the District upon school closure. If the District will not or cannot store the records, ASSB shall work with the San Diego County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by ASSB and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ASSB.

ASSB will complete and file any annual reports required pursuant to Education Code section 47604.33.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district that satisfies the requirements of paragraphs (a) through (e) of section III.A. of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in §141(d) Plans” or any financial regulations implementing 26 U.S.C. §414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Altus Schools Southern California (“Altus Schools”) corporation. shall remain solely responsible for all liabilities arising from the operation of ASSB.

As ASSB is operated by Altus Schools, a non-profit public benefit corporation, should the corporation dissolve with the closure of ASSB, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ASSB will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.



## Miscellaneous Charter Provisions

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### **BUDGET AND FINANCIAL REPORTING**

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(b).*

Attached, please find ASSB's financial statements, including budgets (**Appendix B**), budget assumptions (**Appendix B**) and cash flow (**Appendix C**) for four years of operation. These documents are based upon the best data available to ASSB at this time, including the most recent financial projections under the Local Control Funding Formula.

ASSB shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ASSB's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the San Diego County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

ASSB shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

ASSB agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, ASSB shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the

District.

ASSB shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. ASSB shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. ASSB shall ensure a high level of fiscal accountability. ASSB shall adopt an annual budget prior to July 1 of each year. ASSB shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

### **INSURANCE AND INDEMNIFICATION**

ASSB shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. ASSB shall maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$2,500 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$2,500 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by General Reinsurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$2,500 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by General Reinsurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention and limits of \$900,000 with Am Trust/WESCO. Excess workers' compensation with statutory limits is underwritten by Safety National Insurance Company.

The District Board of Education shall be named as an additional insured on all policies of ASSB. Evidence of the above insurance coverage shall be provided to the District any time upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of the Charter School. Charter School shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or

corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

### **ADMINISTRATIVE SERVICES**

***Governing Law:*** *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(b).*

ASSB provides its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, either through its own employees or through and appropriately qualified third-party contractor.

### **FACILITIES**

***Governing Law:*** *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(b).*

As ASSB is a nonclassroom-based/independent study charter school, it is understood that ASSB shall serve students throughout San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, Charter School shall utilize resource centers within the meaning of Education Code Section 47605.1(c).

Following is a list of ASSB's resource center locations:

- Plaza Bonita Resource Center  
3030 Plaza Bonita Road, Suite 1000  
National City, CA 91950
- Bonita Resource Center  
3252 Bonita Road  
Chula Vista, CA 91910
- Sommerset Plaza Resource Center  
1655 Broadway  
Chula Vista, CA 91911
- Heritage Town Resource Center  
1392 East Palomar St.  
Chula Vista, CA 91913

ASSB affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in ASSB's nonclassroom-based independent study program, and (2) Charter

School shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Diego County.

The following location is designated for ASSB administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)  
10170 Huennekens Street  
San Diego, CA 92121

ASSB will use the following locations only for administrative purposes and staff professional development:

- Old Town Office  
2243 San Diego Avenue, Suite 115  
San Diego, CA 92110

ASSB will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the District.

### **TRANSPORTATION**

ASSB shall not provide transportation to and from school, except as required by law.

### **ATTENDANCE ACCOUNTING**

ASSB shall implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

### **OVERSIGHT**

Pursuant to Education Code Section 47604.32, the District is required to provide oversight including the following:

- Identify at least one staff member as a contact person for the charter school.
- Visit each charter school at least annually.
- Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
- Monitor the fiscal condition of each charter school under its authority.
- Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (1) a renewal of the charter is granted or denied; (2) the charter is revoked; (3) the charter school will cease operation for any reason.
- The cost of performing the duties required by this section shall be funded with supervisorial

oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of ASSB not to exceed one (1) percent of the revenue of ASSB. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

## **POTENTIAL CIVIL LIABILITY EFFECTS**

***Governing Law:*** *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(b).*

ASSB shall be operated by Altus Schools Southern California (“Altus Schools”), a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, ASSB and the District shall enter into a memorandum of understanding, wherein ASSB shall indemnify the District for the actions of ASSB under this charter.

The corporate bylaws of Altus Schools shall provide for indemnification of the Board, officers, agents, and employees, and Altus Schools shall maintain general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by ASSB’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of ASSB.

The Altus Schools Board of Directors shall implement appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## Conclusion

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By approving this charter for the establishment of ASSB, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. ASSB is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, ASSB pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter term from July 1, 2024 through June 30, 2029 in accordance with Education Code Section 47607 and its implementing regulations.





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## Affirmations and Declaration

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I, Wade Aschbrenner, hereby certify that the information submitted in this petition for renewal of a California public charter school named *Altus Schools East County* (“**ASEC**”, or “**Grossmont Secondary School**”, or the “**Charter School**”), operated by Altus Schools Southern California (“Altus Schools”), a California nonprofit corporation, and currently authorized by the California State Board of Education (“SBE”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Altus Schools Southern California declares that it shall be deemed the exclusive public school employer of the employees of ASEC for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-2020 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or require a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Wade Aschbrenner Lead Petitioner  
 Altus Schools East County  
*Formerly authorized as Grossmont Secondary School*

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Date

# Introduction

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## BACKGROUND

The California State Board of Education approved a charter for Grossmont Secondary School (“GSS”) on May 11, 2017, after the Charter School’s petition was denied by Grossmont Union High School District. The Charter School was approved for a five-year term from 2017-2022. The Charter was thereafter extended by two years pursuant to Education Code Section 47604.4.

Grossmont Secondary School is operated by Audeo Charter School corporation. The Audeo corporation is organized and operated exclusively for educational and charitable purposes to and within the meaning of §501(c)(3) of the Internal Revenue Code.

On April 27, 2023 the Audeo Charter School Corporation approved the resolution to effectuate the Restated Articles of Incorporation to change the corporation name to **Altus Schools Southern California (“Altus Schools”)** and change the names of the charter schools operated by the Corporation. **(Appendix F)**

Grossmont Secondary School is now named **Altus Schools East County (“ASEC”, or “Grossmont Secondary School”, or “Charter School”)**.

ASEC<sup>iii</sup> is an independent study, academic intervention program serving grades 7 through 12. Every ASEC student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. ASEC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

ASEC serves a unique student population. Students choose to enroll at ASEC because they have not been successful in the traditional school system or are looking for a personalized educational environment. Approximately 60 percent of ASEC students are credit deficient upon enrollment, about 70 percent are socio-economically disadvantaged, and 79 percent represent a minority student population. Additionally, approximately 22 percent have been identified as Special Education students.

The focus of ASEC is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to an often times high-risk student population. ASEC students will be offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Since 2017, ASEC has been a popular option for families in the Grossmont Union High School District.

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<sup>iii</sup> “Altus Schools East County was previously known as Grossmont Secondary School. All references to Altus Schools East County are intended to include the school’s historical name, Grossmont Secondary School. The historical data shown for Altus Schools East County can be found online under the previous name of Grossmont Secondary School or Grossmont Secondary.”



**Figure 1. Number of Students Served from Grossmont Union High School District (GUHSD) from 2017-2018 to 2022-2023**

Number of Student Served from Grossmont Union High School District						
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*
Students Served from GUHSD	325	419	497	471	418	325

\*YTD as of May 2023

Shown in **Figure 1** above is the total number of students from GUHSD served by ASEC by fiscal year. ASEC has served an average of approximately 400 students per year between 2017 and 2023.

**Figure 2. ASEC - Number of Students Redirected to Grossmont Union High School District from 2017 through 2023**

Students Redirected to Grossmont Union High School District					
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*
23	37	57	21	26	29

ASEC seeks to create a fluid relationship between its program and GUHSD schools. The re-directive nature of ASEC offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. The number of students redirected back to GUHSD schools each year can be found in **Figure 2** above. ASEC has redirected back to GUHSD approximately 193 unduplicated students since 2017.

### Solid Financial Plan

The five-year period from July 1, 2017, through June 30, 2022, has shown steady growth in Grossmont Secondary School's reserve, from \$1,460,318 as of June 30, 2018, to \$4,842,467 as of June 30, 2022. This represents an average contribution to the Charter School's reserve of \$676,430 per year. Looking forward, the four-year budget prepared by Altus Schools East County's experienced financial team is fiscally sound with very conservative revenue assumptions and a healthy reserve contribution of \$277,512 in FY 2024-25, \$287,342 in FY 2025-26, \$290,958 in FY 2026-27 and \$293,466 in FY 2027-28.

The budgetary and financial results, which reflect its value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly engaged staff and meet the educational needs of students. The revenues all trend favorably from FY 2017-18 through FY 2021-22. The Charter School maintains financial stability through prudent monitoring of budgeted expenses and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year.

The Charter School prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leaders compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows the Charter School to make effective decisions and to ensure fiscal solvency. Altus Schools East County develops a budget that supports the goals of the Charter School. When developing the annual budget, factors such as

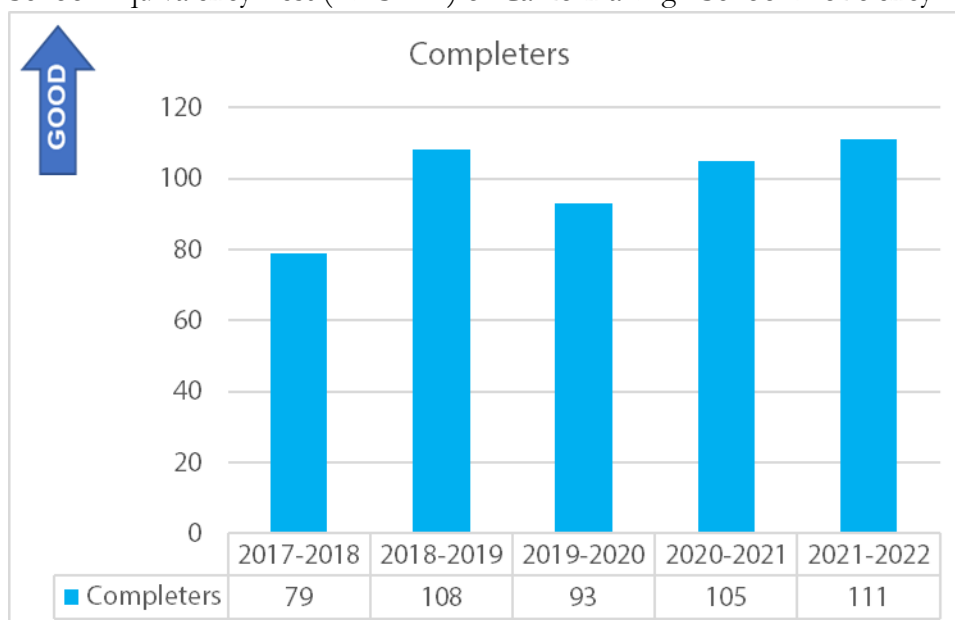
student populations, past years' experience and trends, need for new services, expansion and curtailment of existing services, estimated revenues and proposed expenditures, as well as strategic initiatives are considered. The budget is monitored and revised through the fiscal year to ensure that it depicts the financial operations, current obligations and goals are met.

In addition, since the beginning of the operation of the Grossmont Secondary School in 2017, the operation and financial audits have been consistently clean with no audit findings.

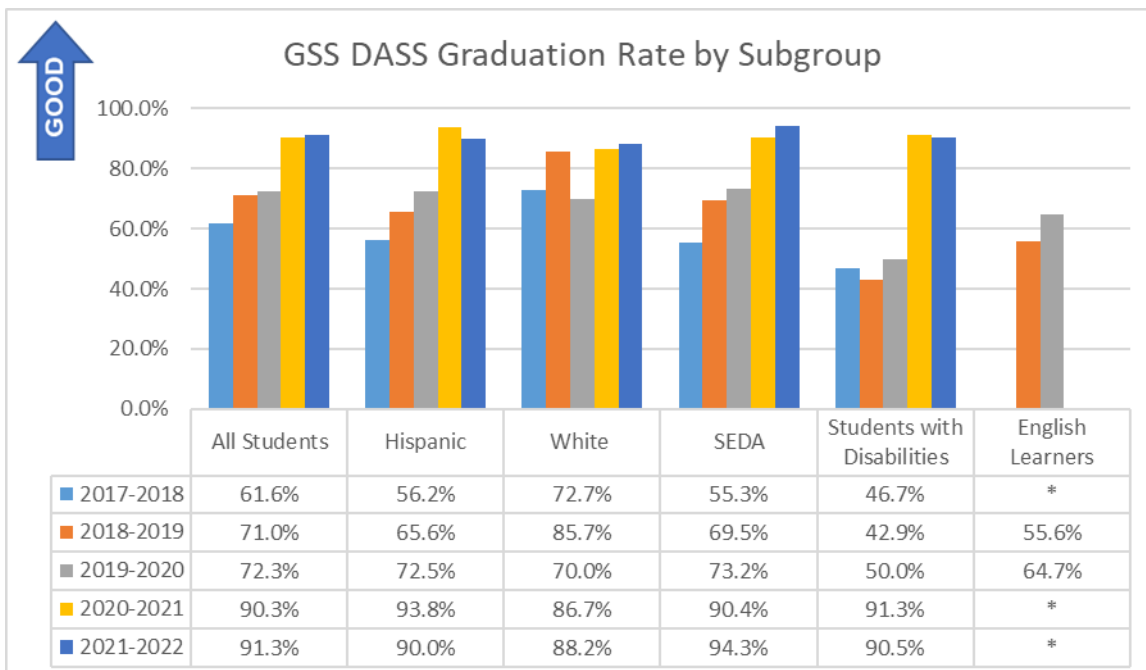
## ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

Some of Grossmont Secondary's accomplishments over the prior charter term include:

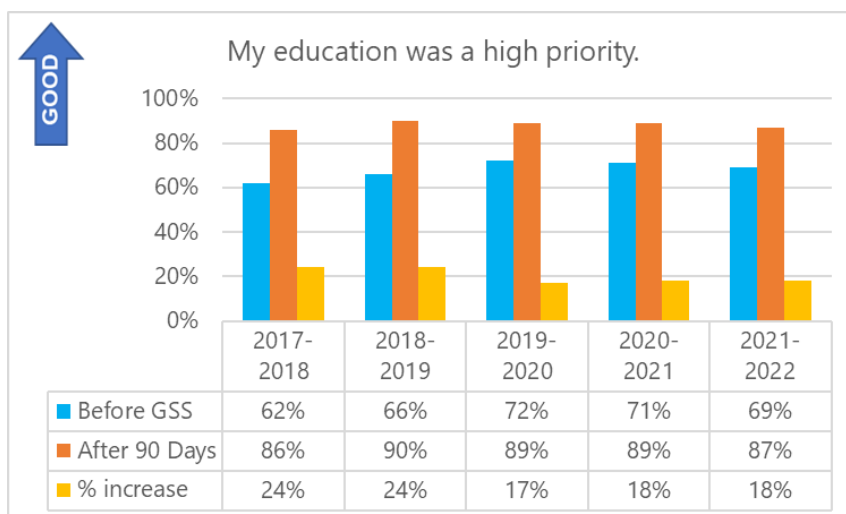
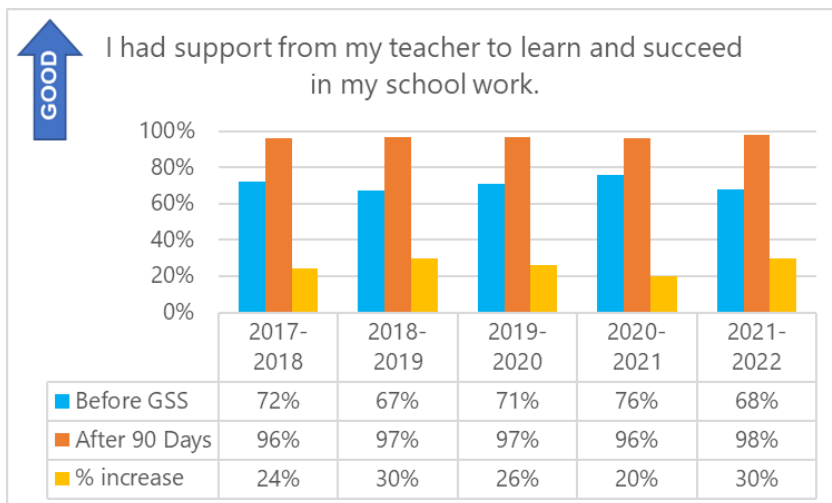
- In the last five years, nearly 500 GSS students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma ("GED"), High School Equivalency Test ("HiSET") or California High School Proficiency Exam ("CHSPE"))



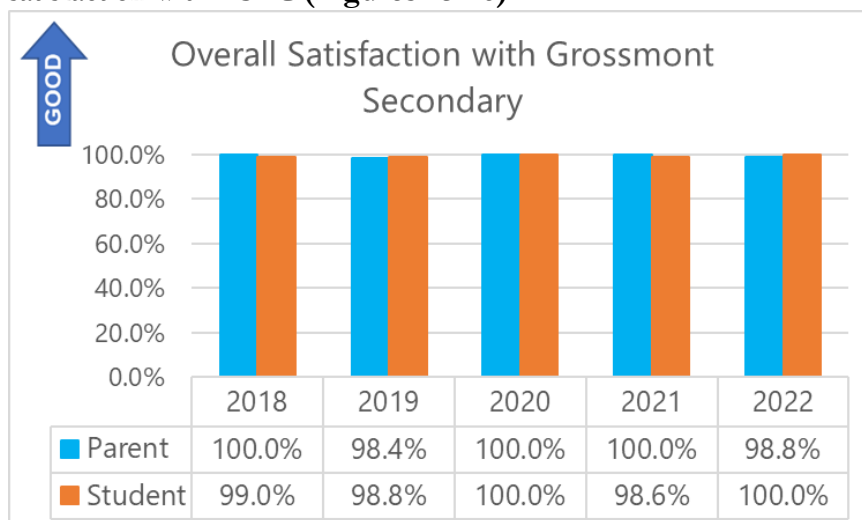
- ASEC has consistently been in good standing with its authorizer and the CDE has determined that ASEC is in compliance with the ASEC charter petition and the MOU between the California State Board of Education and ASEC each year since its establishment in 2017.
- ASEC has consistently Met all Local Indicators on the Dashboard (**Figure 11**).
- ASEC outperformed comparable DASS schools (school's students may otherwise attend in the District or communities served) in the CAASPP SBA Assessments in English Language Arts/Literacy and Mathematics in both Distance From Standard and proficiency rates (**Figures 3-10**).
- ASEC exceeds the San Diego County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math (**Figures 3-10**).
- One of the greatest accomplishments for ASEC over the preceding five years has been raising the DASS Graduation Rate for All Students (29.7%), Hispanic students (33.8%), SED students (39%) and Students with Disabilities (43.8%) (**Figure 16**).



- As a DASS school, Grossmont Secondary School has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of ASEC students enroll behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. **(Figure 17)**.
- Over the last five years, ASEC has exceeded the 84% participation target rate for All Students every year and in 2022 for All significant subgroups **(Figure 18)**.
- ASEC continues to provide a safe and supportive learning environment for all the students it serves. ASEC’ educational setting allows students to focus on academics and learn positive behaviors as reflected by ASEC’ perfect 0% suspension and 0% expulsion rates over the last five years **(Figures 19-20)**.
- Over the last five years Grossmont Secondary School students expressed double digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. **(Figure 23-24)**.
- Increases in confidence apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and outlook that their education at ASEC will improve their future.



- ASEC annually surveys its parents and students as one of many ways to gather feedback on their experience at ASEC. Overwhelmingly, ASEC students and parents continue to indicate their satisfaction with ASEC (**Figures 25-26**).



- In 2022 ASEC achieved a 6.4% Chronic Absenteeism rate. This was 20.8% lower than the San Diego County DASS Schools Average and 49.5% lower than the State DASS average. **(Figure 22)**
- In 2022. ASEC Dashboard result for English Learner Progress was 15% higher than the county DASS average and 15.4% higher than the state DASS average. **(Figure 21)**
- Over the past five years, ASEC has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 97% **(Figure 25)**
- Over the past five years, ASEC has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 95% **(Figures 26)**
- In June 2020, Grossmont Secondary School received a 6-year “Clear” Western Association of Schools and Colleges (“WASC”) term. This is the highest term granted by WASC **(Appendix N)**.
- ASEC has a fully approved set of University of California (“UC”) A-G courses. UC has approved several new and revised ASEC courses during the current charter term **(Appendix O)**.
- ASEC has 8 fully developed CTE Career Pathways with 3 more under development which includes the following:
  - Design, Visual and Media Arts
  - Business Management
  - Environmental Resources
  - Hospitality, Tourism and Recreation
  - Software and Systems Development
  - Patient Care
  - Public Safety
  - Child Development
  - Animal Science - *in development*
  - Criminal Justice Administration - *in development*
  - Teacher Education - *in development*
- ASEC currently has 8 courses articulated for college credit:
  - Entrepreneurship 1, 2
  - Child Development 1, 2
  - Design Careers 1, 2
  - Environmental Sustainability 1, 2
  - Hospitality Tourism and Recreation 3, 4
  - Information and Communication Technology 1,2
  - Health Science Concepts 1, 2
  - Photography 1, 2
- The National Collegiate Athletic Association (“NCAA”) has approved several new and revised courses during the current charter term **(Appendix P)**.
- ASEC has implemented 9 AP Courses **(Appendix Q)**, the following AP courses are open to all students:
  - AP World History 1, 2
  - AP US History 1, 2
  - AP Human Geography 1, 2
  - AP Psychology 1, 2
  - AP Environmental Science 1, 2
  - AP Calculus AB 1, 2
  - AP Literature & Composition 1, 2

- AP Language & Composition 1, 2
- AP Spanish Language and Culture 1, 2
- In June 2021, ASEC implemented the AVID program both as an AVID Elective and AVID Schoolwide Program
- ASEC LCAP was developed and unanimously approved by its Board of Directors. ASEC consistently meets the schools' targets that are aligned to the 8 state LCAP priorities (**Appendix E**).
- ASEC has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. ASEC was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools (**Appendix Y**).

### **JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS) CHARTER SCHOOL**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Due to the suspension of the Dashboard in 2020 and 2021 for the COVID-19 pandemic, charter schools cannot be placed into performance categories as contemplated by AB 1505.

The CDE can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, the use of colors, or performance levels, using two years of data will not be reported. The 2022 Dashboard will use one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve

- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

### Grossmont Secondary School Dashboard State and Local Indicators (2022)

The following charts reflect the Charter School's 2022 Dashboard performance indicators.

#### The Charter School's Dashboard State Indicators - 2022

Indicator	Status
Chronic Absenteeism	Medium
Suspension Rate	Very Low
Graduation Rate	Very Low
English Language Arts	Low
Mathematics	Low

#### The Charter School's Dashboard Local Indicators - 2022

Indicator	Status
Basics: Teachers, Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

### Dashboard Alternative Status School Renewal Criteria

ASEC has been approved for the Dashboard Alternative School Status (DASS) program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. ASEC has been a DASS Active School for the 2018, 2019, 2020, 2021 and 2022 Dashboards. ASEC is currently listed as a DASS Active School (**Appendix K**).

The three performance categories described above do not apply to charter schools like ASEC, which have been approved as Dashboard Alternative Status Schools, though the law does require a review of Dashboard data. Rather, according to Education Code Section 47607(c)(7)

In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter



school of the alternative metrics to be used.

The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

ASEC’s greatest achievements are those of its students. As detailed in the “DASS Charter School Renewal MOU Criteria” below, ASEC has shown increases in pupil academic achievement across several indicators. These metrics include state and local indicators on the Dashboard as well as alternative metrics. Pursuant to Education Code section 47607, in preparation for charter renewals of DASS schools, ASEC collaborated with the Authorizer and developed mutually agreed upon indicators and alternative metrics to be used for renewal criteria (**Appendix L**). These metrics are identified within the “DASS Charter School Renewal MOU Criteria” below. ASEC has demonstrated based on its overall academic achievement outcomes that the school is a high-performing DASS school compared to similar DASS schools in the district and communities it serves. ASEC also exceeds county DASS schools averages as well as the state DASS schools averages for several indicators as demonstrated in the section below.

<i>DASS Charter School Renewal MOU Criteria #1</i>	
<b>State and Local Measure</b>	CAASPP (SBA) ELA Dashboard Distance from Standard
<b>The target has been</b>	MET

*Figure 3. Academic Indicator ELA (All Students) Distance from Standard*

<b>CAASPP Dashboard Academic Indicator ELA DFS--All Students</b>					
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Grossmont Secondary	25.1	16.2	COVID	COVID	-8.5
MERIT Academy	*	-99.2	COVID	COVID	-257.9
Chapparal	***	***	COVID	COVID	***
Diego Valley East	-111.9	-74.5	COVID	COVID	-71.7
SD County DASS Avg	-77.7	-68.8	COVID	COVID	-90.8
State DASS Avg	-94.6	-81.2	COVID	COVID	-114.7

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID).  
 Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

In accordance with the criteria identified in the ASEC DASS Renewal MOU addressing results on the CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) for students enrolled as of CBEDS the schools’ target is to either exceed the county DASS schools Average or exceed the state DASS schools’ average. ASEC calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE’s Dashboard Data Files on the California School Dashboard and System of Support website. ASEC received a -8.5 DFS for all students on the 2022 Dashboard Academic Indicator in ELA. With the three-year gap between the release of the 2019 and 2022 Dashboard this represents ASEC new baseline for status and change which will resume for the 2023 Dashboard. ASEC’s 2022 ELA DFS result on the Dashboard was over 80 pts higher than the San Diego County DASS average and over 100 pts higher than the DASS state average (**Figure 3**). This result also outperforms the other comparable DASS schools serving the same region, such as MERIT Academy,

Chapparal, and Diego Valley East.

<i>DASS Charter School Renewal MOU Criteria #2</i>	
<b>State and Local Measure</b>	CAASPP (SBA) ELA Dashboard Distance from Standard
<b>The target has been</b>	MET

**Figure 4. Academic Indicator Math (All Students) Distance from Standard**

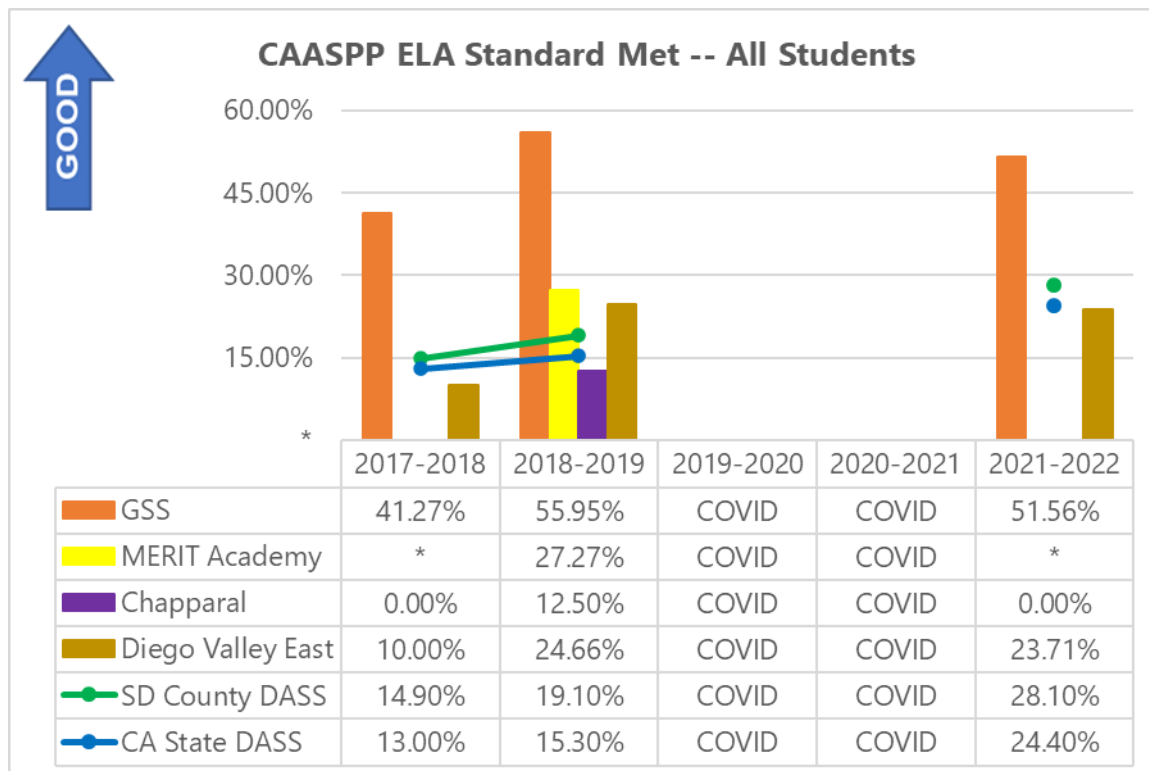
<b>CAASPP Dashboard Academic Indicator Math DFS--All Students</b>					
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Grossmont Secondary	-76.3	-98.5	COVID	COVID	-107
MERIT Academy	*	-198.3	COVID	COVID	-233.1
Chapparal	***	***	COVID	COVID	***
Diego Valley East	-180.8	-166.7	COVID	COVID	-182.1
SD County DASS Avg	-159.7	-157.5	COVID	COVID	-157.3
State DASS Avg	-178	-162.7	COVID	COVID	-164.6

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID).  
 Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

The target identified in the Grossmont Secondary School’s DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments Distance from Standard (DFS) is for students enrolled as of CBEDS to either exceed the county DASS schools Average or exceed the state DASS schools’ average. GSS calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE’s Dashboard Data Files on the California School Dashboard and System of Support website. ASEC received a -107 DFS for all students on the 2022 Dashboard Academic Indicator in Mathematics. With the three-year gap between the release of the 2019 and 2022 Dashboards, this represents ASEC new baseline for status and change which will resume for the 2023 Dashboard. GSS’s Math DFS result on the Dashboard was over 50 pts higher than the San Diego County DASS average and over 57 pts higher than the statewide DASS average (**Figure 4**). This result also outperforms the other comparable DASS schools serving the same region as ASEC.

<i>DASS Charter School Renewal MOU Criteria #3</i>	
<b>State and Local Measure</b>	CAASPP SBA Assessments ELA Proficiency Rate
<b>The target has been</b>	MET

**Figure 5. CAASPP ELA Proficiency – Standard Met or Exceeded (All Students)**



\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

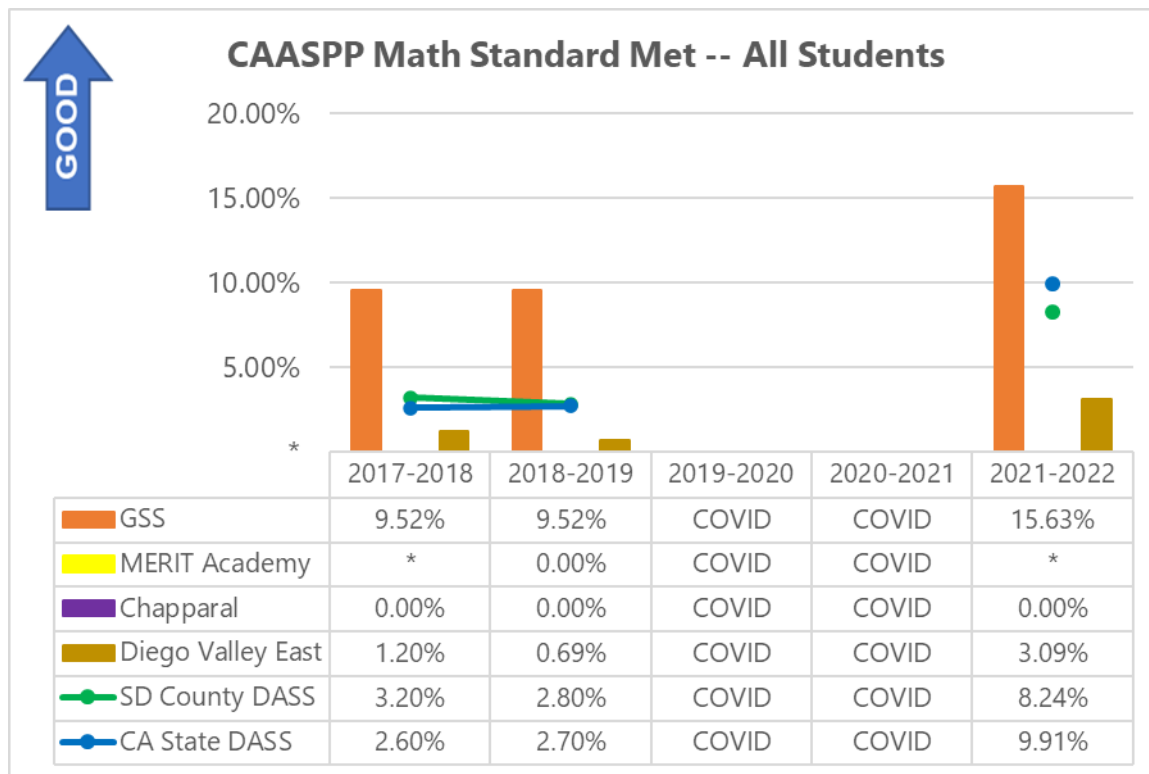
Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. The target identified in the Grossmont Secondary’s DASS Renewal MOU addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in ELA. ASEC calculates its results for all students and subgroups against the San Diego County and statewide DASS school’s average proficiency rates utilizing the CDE’s CAASPP Research files and the CAASPP Results website.

For the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021—very limited state testing*) ASEC exceeded both the San Diego County and statewide DASS averages in ELA proficiency % for CAASPP ELA Standard Met **(Figure 5)**.

<i>DASS Charter School Renewal MOU Criteria #4</i>	
<b>State and Local Measure</b>	CAASPP SBA Assessments Math Proficiency Rate
<b>The target has been</b>	MET

**Figure 6. CAASPP Math Proficiency – Standard Met or Exceeded (All Students)**



\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

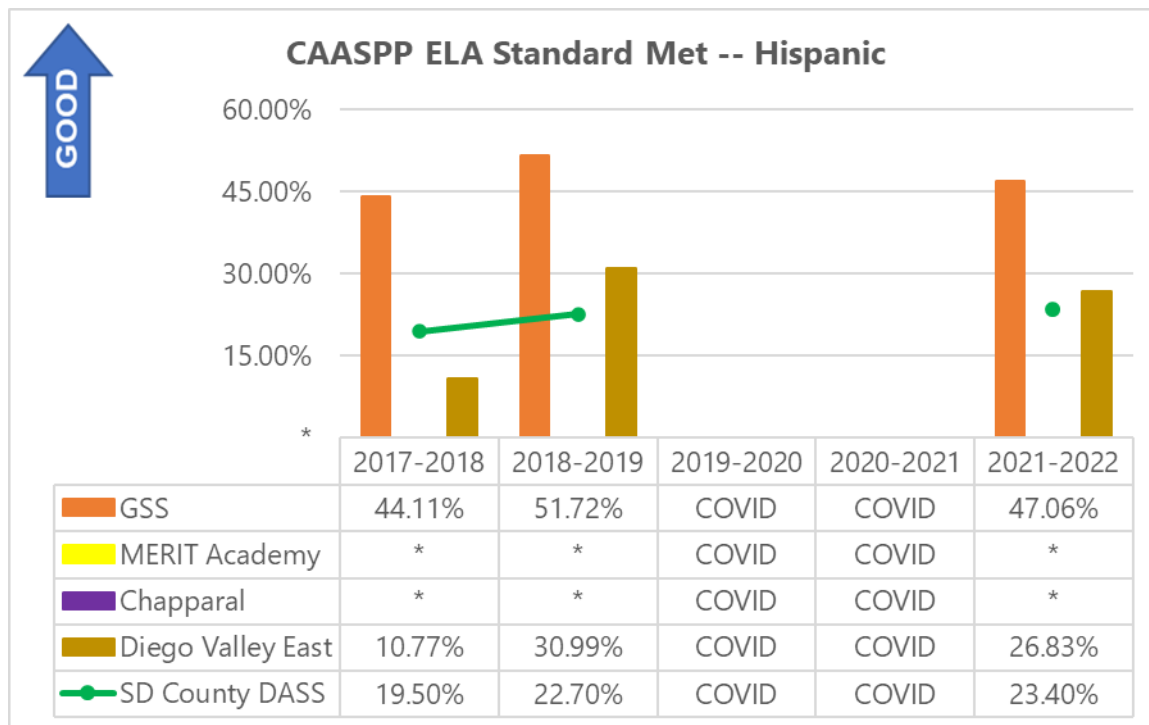
Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. In 2022, San Diego County DASS schools’ average proficiency rate for Mathematics was 8.24% and statewide the rate was 9.91%. GSS’s Math Proficiency rate in 2022 was 15.63 %, much higher than either the County or Statewide result.

The target identified in the Grossmont Secondary School’s DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments proficiency results is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in Math. For the three years with school and county/state data (unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing) ASEC exceeded both the San Diego County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met (Figure 6).

<i>DASS Charter School Renewal MOU Criteria #5</i>	
<b>State and Local Measure</b>	CAASPP SBA Proficiency Rate for Significant Subgroups in both ELA and Mathematics
<b>The target has been</b>	MET

Figure 7. CAASPP ELA Proficiency – Standard Met or Exceeded (Hispanic Students)

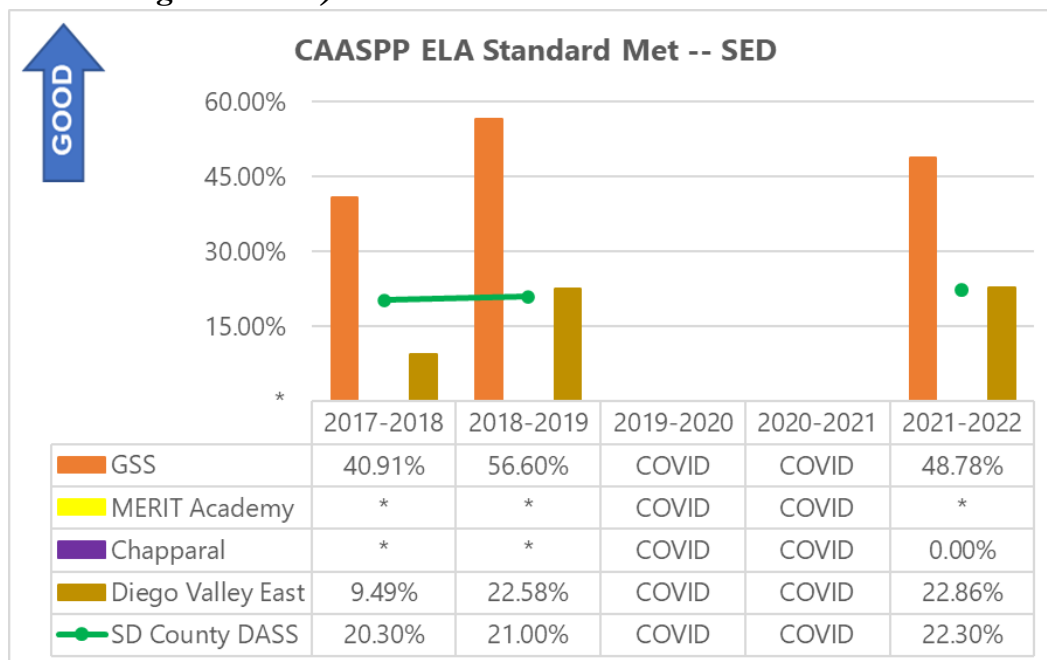


\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

**Figure 8. CAASPP ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)**

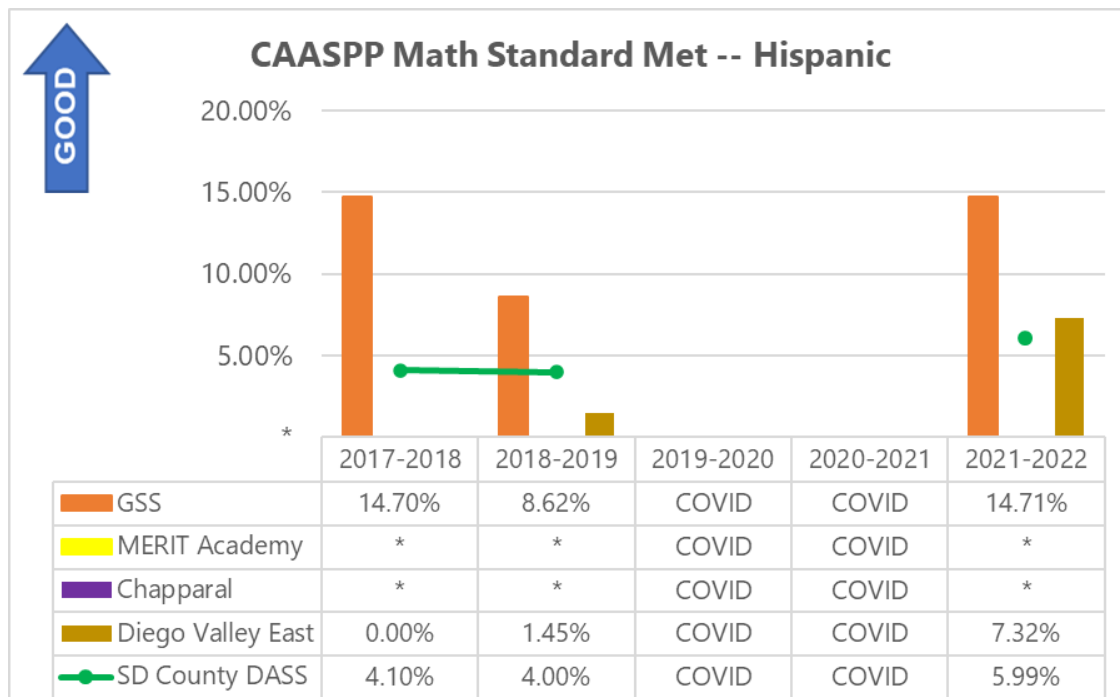


\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

**Figure 9. CAASPP Math Proficiency – Standard Met or Exceeded (Hispanic Students)**

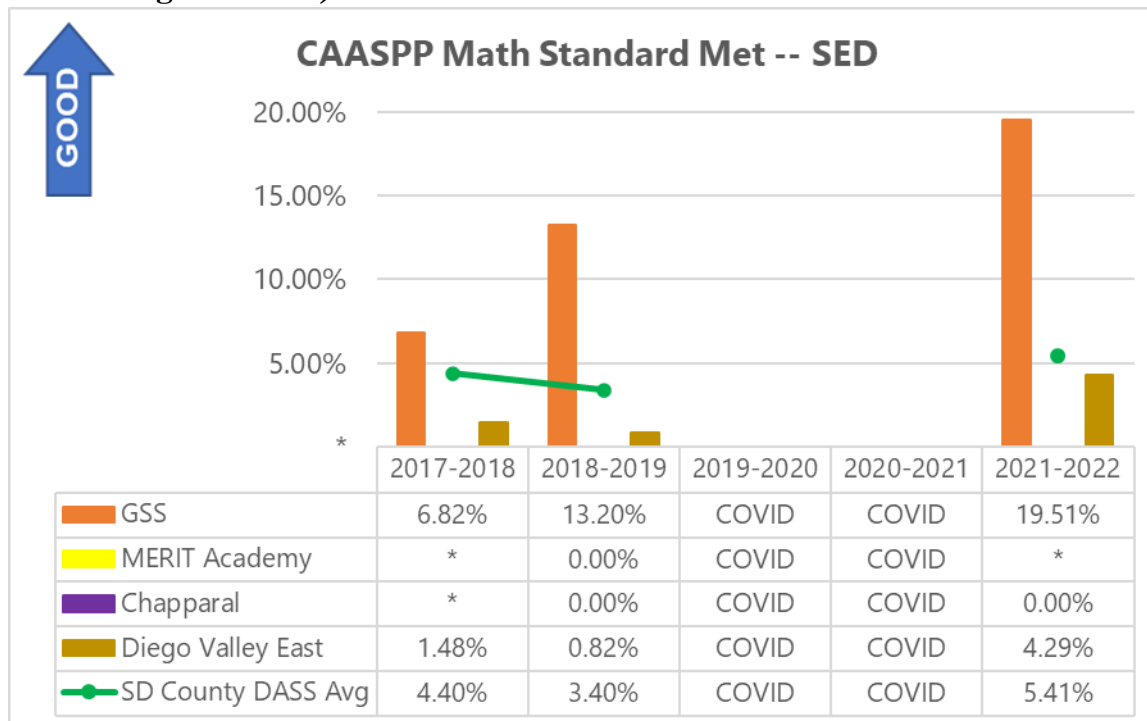


\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

**Figure 10. CAASPP Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)**



\* represents < 11 students. CDE does not release school data for fewer than 11 students.

(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>

ASEC’s DASS Renewal MOU also addresses results on the CAASPP SBA ELA and Math for the significant subgroups that ASEC serves. The two significant subgroups on the CA Dashboard for GSS are Hispanic and Socioeconomically Disadvantaged (SED).

In ELA, the percentages (44%--51%) of Hispanic students who met or exceeded the ELA standard, was more than double the San Diego County DASS percentages for proficiency on ELA each year (**Figure 7**). For SED students, the ASEC percent standard met and higher also more than doubled the San Diego County DASS percentages for proficiency on ELA (**Figure 8**). ASEC also overwhelmingly outperforms DASS schools that students may otherwise attend in the in the East County community in ELA for all students (**Figure 5**) and for significant student groups.

In Math the percentages (8.6%--14.1%) of Hispanic students who met or exceeded the Math standard, was more than double the San Diego County DASS percentages for proficiency on Math each year (**Figure 9**). For SED students, the ASEC percent standard met and higher (6.8% to 19.5%) also more than doubled the San Diego County DASS percentages for proficiency for SED students in Math (**Figure 10**). GSS also outperformed the other DASS schools in Math in the East County community for all students (**Figure 6**) and for significant student groups.

#### *DASS Charter School Renewal MOU Criteria #6*

**State and Local Measure** Local Indicators

**The target has been** MET

**Figure 11. Dashboard Local Indicators**

Local Indicator	2018 Result	2019 Result	2020 Result	2021 Result	2022 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Local Climate Survey	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met

Source: <https://www.caschooldashboard.org/>

Included in ASEC’s DASS Charter School Renewal Criteria is to Meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. As demonstrated above, ASEC met standards for all local indicators in 2018, 2019, and 2022. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEA’s reported to the CDE but no Standard Met/Not Met were released by the CDE.*



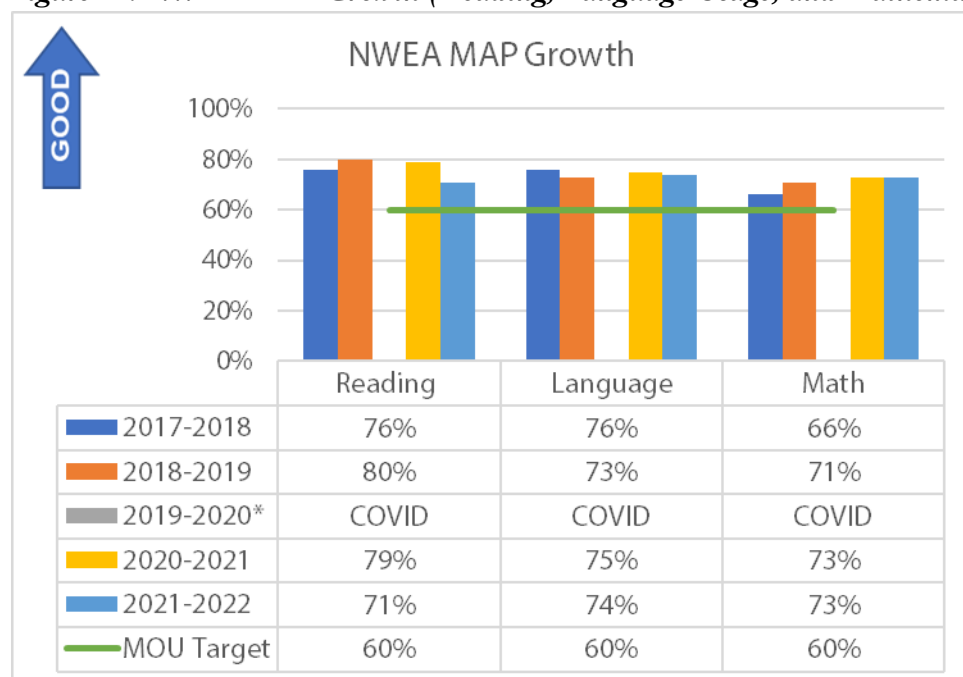
**DASS Charter School Renewal MOU Criteria #7**

**State and Local Measure** NWEA MAP Results

**The target has been** PARTIALLY MET

In addition to the mandated state assessments in ELA and math, ASEC utilizes the NWEA Measures of Academic Progress (“MAP”) as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered to students to identify initial grade level proficiency. Over the last five years, on average, students are entering ASEC 1-2 grade levels behind in reading and 2-3 grade levels behind in math.

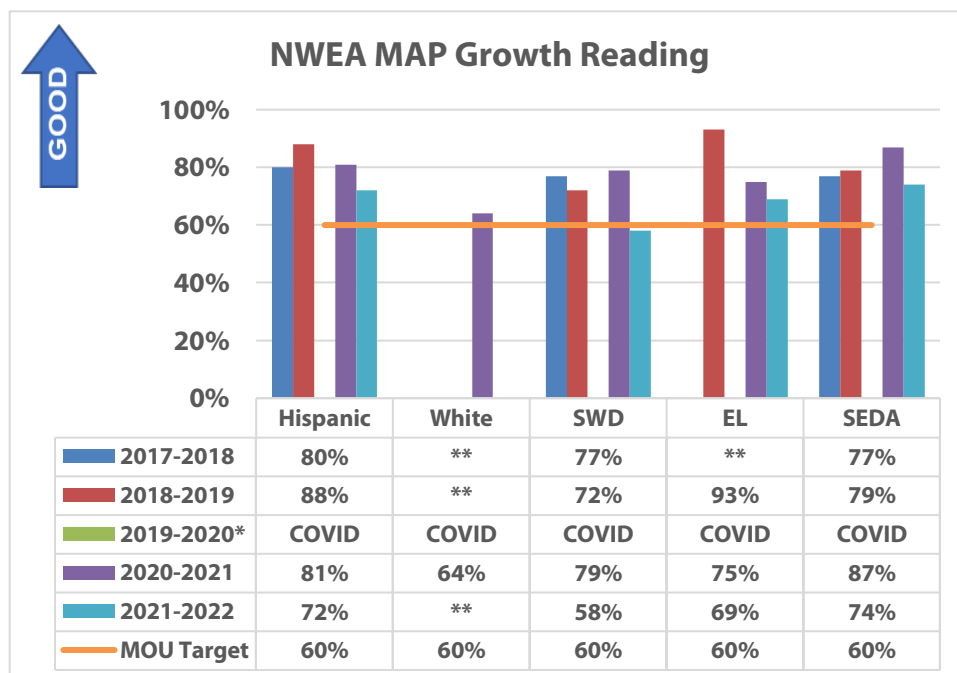
**Figure 12. NWEA MAP Growth (Reading, Language Usage, and Mathematics)**



Source: NWEA MAP Growth Reports (2017-2022)

Each year, ASEC administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the fall and spring semesters. Each year ASEC serves a new group of students making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students’ fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring to determine students’ growth from the Fall. ASEC’s target for MAP growth as identified in the Charter School’s DASS Renewal MOU is that 60% of students will meet their MAP growth target. GSS has surpassed this target in Reading, Language Usage, and Mathematics each of the past five years (excluding 2019-20 when spring administration was cancelled due to COVID).

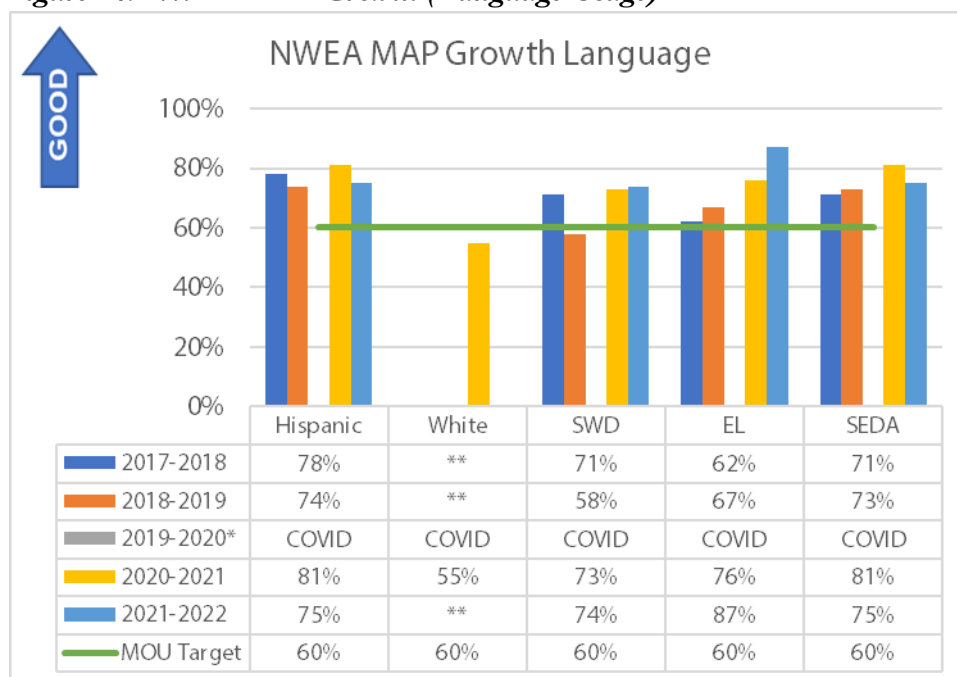
**Figure 13. NWEA MAP Growth (Reading)**



Source: NWEA MAP Growth Reports (2017-2022)

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at ASEC. Overall, from 2017-2018 through 2021-2022, 15 of 16 (94%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading. Hispanic, Socioeconomically Disadvantaged, and English Learners exceeded the growth target each of those years in Reading while Students with Disabilities exceeded the growth target in 3 of 4 years. (Figure 13).

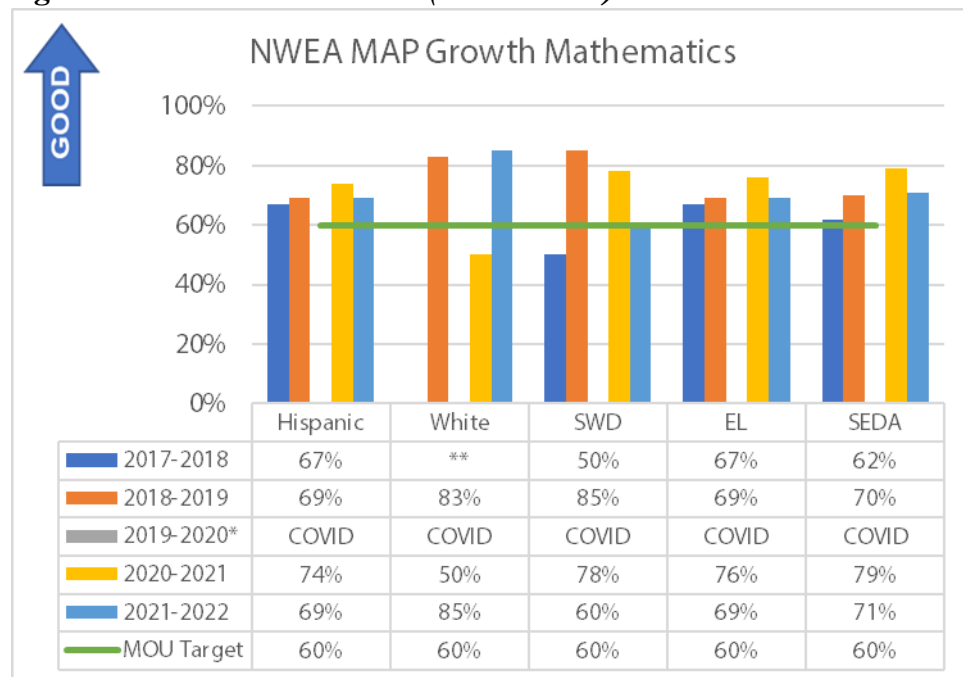
Figure 14. NWEA MAP Growth (Language Usage)



Source: NWEA MAP Growth Reports (2023)

Over the past five years, 15 of 17 (88%) of all significant student groups at ASEC met or exceeded the 60% MOU growth target in Language. **(Figure 14)**. Hispanic, English Learner, and Socioeconomically Disadvantaged student groups exceeded the growth target each year.

**Figure 15. NWEA MAP Growth (Mathematics)**



Source: NWEA MAP Growth Reports (2023)

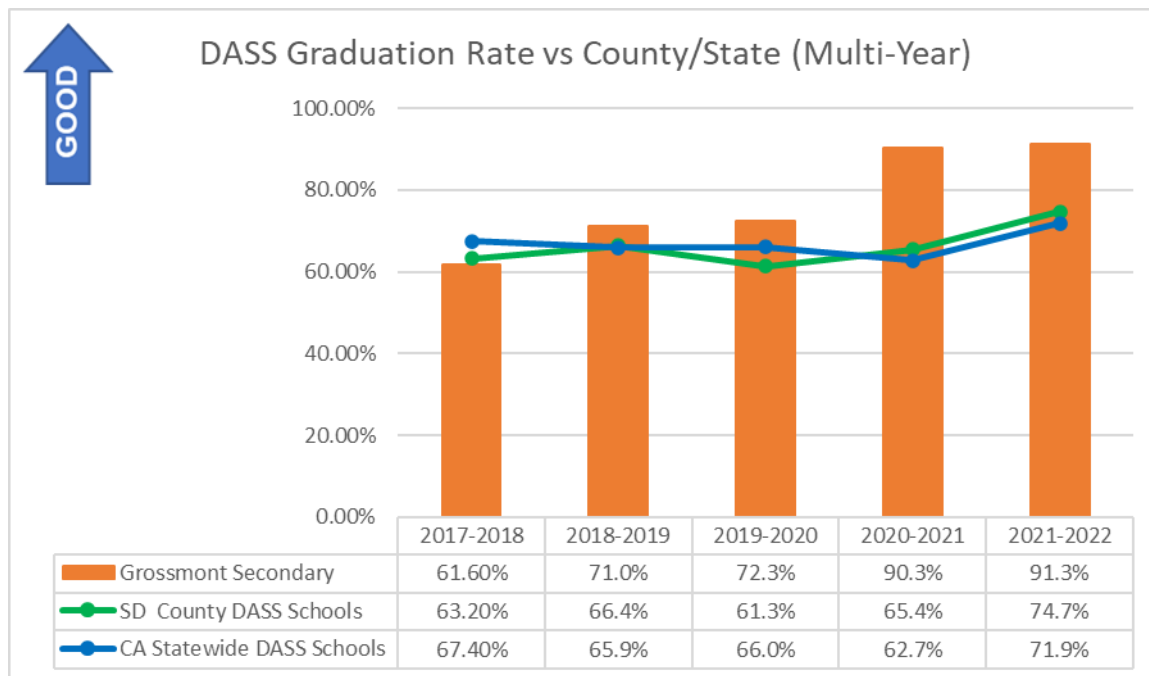
Over the past five years 17 of 19 (89%) of significant student groups at GSS have met or exceeded the 60% growth target in Mathematics. From 2017-2018 through 2021-2022 Hispanic, English Learners and Socioeconomically Disadvantaged student groups all met or exceeded the 60% MOU growth target in Mathematics each year **(Figure 15)**.

**DASS Charter School Renewal MOU Criteria #8**

**State and Local Measure** DASS Graduation Rate

The target has MET been

**Figure 16. Multi-year DASS Graduation Rate –County/State DASS Schools Averages Comparison**



Source: California Dashboard Data Files (2022); <https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp>

The DASS Graduation Rate is one of the DASS Renewal MOU Criteria for ASEC. The Charter school may meet this in one of two ways: Exceed the county DASS Schools average or exceed the state DASS schools’ average. For the past four consecutive years, GSS has exceeded both the county and state DASS averages on the DASS Graduation rate (Figure 16).

**DASS Charter School Renewal MOU Criteria #9**

**State and Local Measure** One-Year Dropout Rate

The target has MET been

Figure 17. One-Year Dropout Rate

One-Year Dropout Rate					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	2.4%	2.9%	4.9%	4.2%	2.7%
Goal	5.0%	5.0%	5.0%	5.0%	5.0%

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2022)

ASEC enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite 62% of ASEC’s students enrolling credit deficient and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last five years (Figure 17).

The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-2017. ASEC has continued to internally monitor the annual adjusted dropout rates using the same methodology and Data from

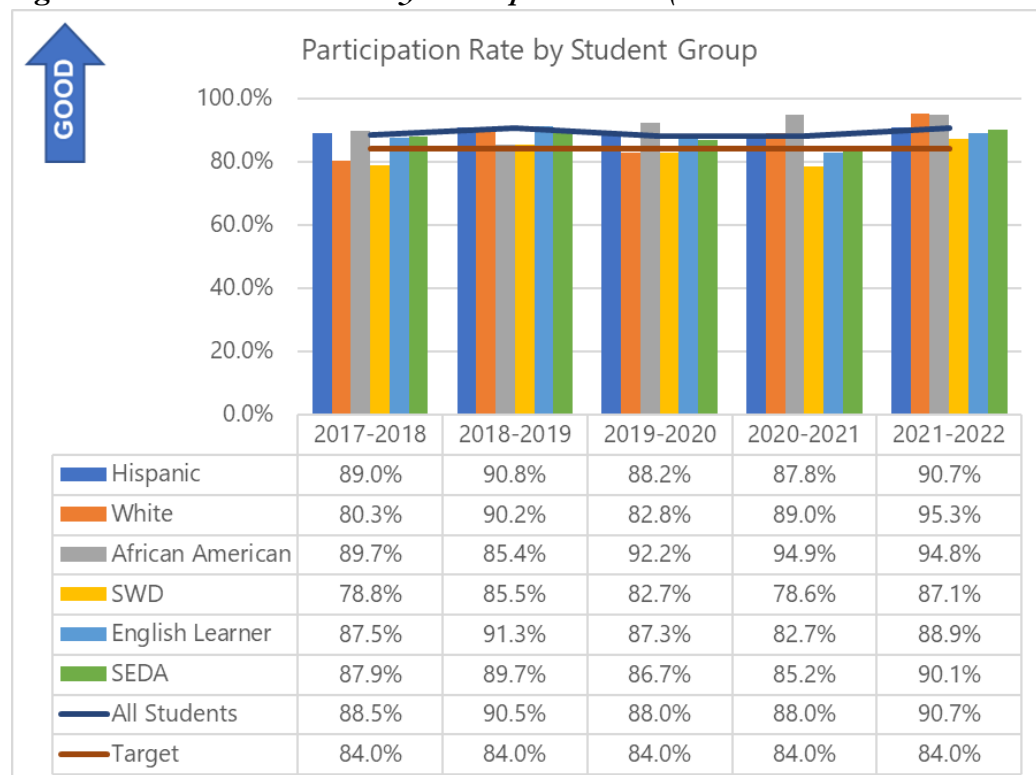
CALPADS Fall 1 Submission data (Figure 17).

**DASS Charter School Renewal MOU Criteria #10**

State and Local Participation Rate Measure

The target has PARTIALLY MET been

Figure 18. Grossmont Secondary Participation Rate (All Students and Student Groups)



Source: School Pathways Student Information System (2017-2022)

ASEC measures Participation Rates for students as an evaluation of student engagement and progress. ASEC’s target for participation as part of its DASS Charter School Renewal Criteria is 84% schoolwide and for significant student groups. Over the last five years, ASEC has exceeded the 84% participation target rate for All Students every year and for the majority (26 of 30, 87%) of student groups (Figure 18). In 2022, the Renewal MOU participation rate was exceeded by ALL student groups.

**DASS Charter School Renewal MOU Criteria #11**

State and Local Suspension Rate Measure

The target has MET been

Figure 19. ASEC Suspension Rate

Suspension Data					
Year	Suspension Rate	San Diego County DASS Rate	DASS State	MOU Target	MOU Target Met
2017-2018	0.0%	3.6%	5.5%	< 1.5%	Yes
2018-2019	0.0%	3.1%	5.2%	< 1.5%	Yes
2019-2020	0.0%	COVID	COVID	< 1.5%	Yes
2020-2021	0.0%	0.3%	0.4%	< 1.5%	Yes
2021-2022	0.0%	2.4%	2.9%	< 1.5%	Yes

Source: California School Dashboard (2022); <https://www.caschooldashboard.org/> and CDE DataQuest (2022).

ASEC's resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. ASEC's resource centers and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger comprehensive environment. ASEC' MOU target is to maintain a Suspension rate of 1.5% or less. Over the last five years, ASEC has maintained a perfect 0% suspension rate, well below the DASS Renewal MOU Criteria targets (**Figure 19**). These results also outperform the DASS schools in both San Diego County and across California.

#### *DASS Charter School Renewal MOU Criteria #12*

State and Local Measure Expulsion Rate

The target has been MET

*Figure 20. ASEC Expulsion Rate*

Expulsion Data					
Year	Expulsion Rate	San Diego County DASS Rate	DASS State	MOU Target	Target Met
2017-2018	0.0%	0.1%	0.1%	< 1.0%	Yes
2018-2019	0.0%	0.1%	0.2%	< 1.0%	Yes
2019-2020	0.0%	COVID	COVID	< 1.0%	Yes
2020-2021	0.0%	0.0%	0.0%	< 1.0%	Yes
2021-2022	0.0%	0.0%	0.1%	< 1.0%	Yes

Source: California School Dashboard (2022); <https://www.caschooldashboard.org/> and CDE DataQuest (2022).

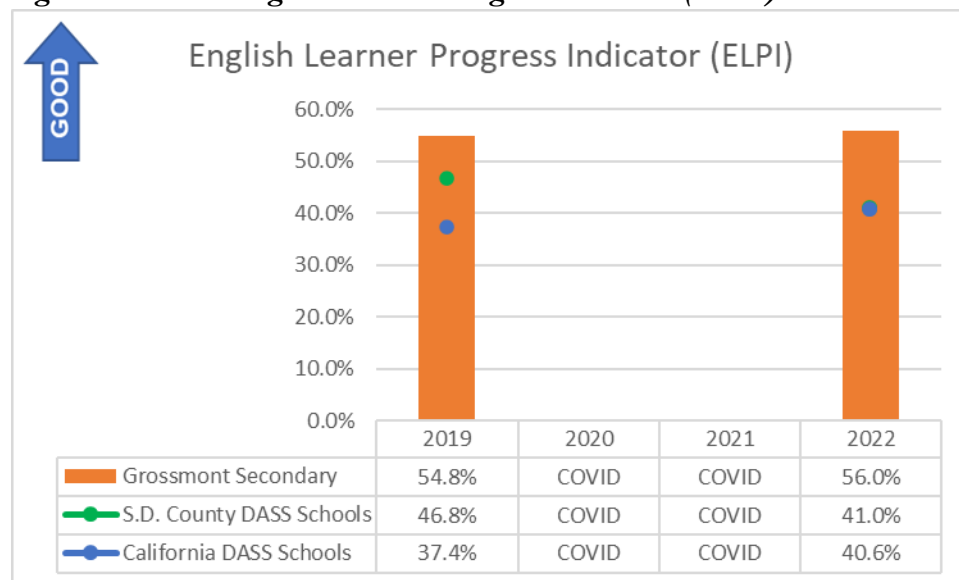
ASEC's MOU target is to maintain an Expulsion Rate of 1% or less. Over the last five years, ASEC has maintained a perfect 0% expulsion rate, well below the DASS Criteria targets. (**Figure 20**). These results equal or exceed the DASS schools in both San Diego County and across California.

#### *DASS Charter School Renewal MOU Criteria #13*

State and Local Measure English Learner Progress Indicator

The target has been MET

Figure 21. ASEC English Learner Progress Indicator (ELPI)



The English Learner Progress Indicator (ELPI) debuted on the 2019 California Dashboard. Due to COVID, to date the only years with ELPI results are 2019 and 2022. The ELPI is calculated based on a student’s performance on the English Language Proficiency Assessment for California (“ELPAC”). In the Renewal MOU Criteria, the school may meet the ELPI target by either exceeding the San Diego County DASS Schools average or the state DASS school’s average. ASEC’s exceeded the ELPI MOU target each year (Figure 21).

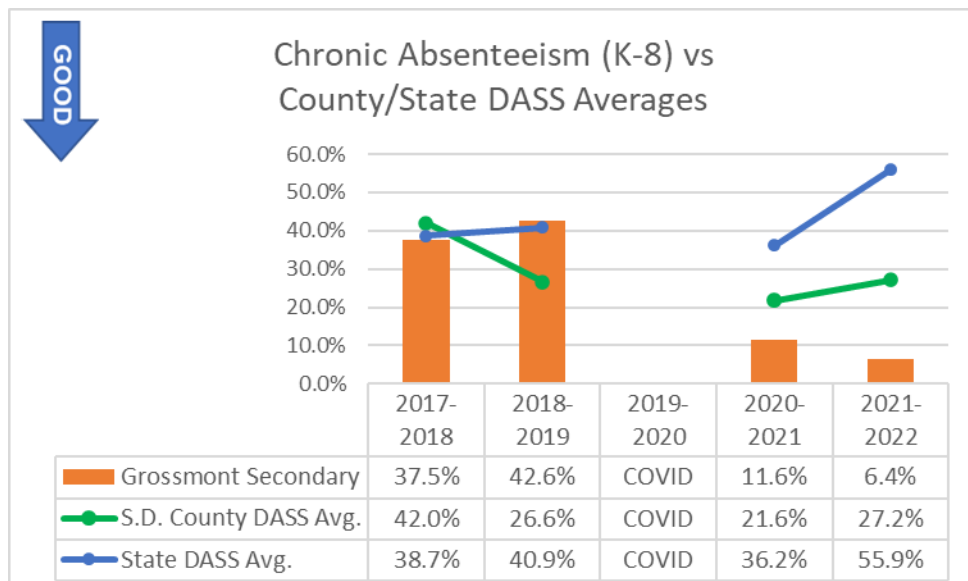
**DASS Charter School Renewal MOU Criteria #14**

State and Local Measure Chronic Absenteeism

The target has been PARTIALLY MET

Figure 22. ASEC Chronic Absenteeism





Sources: California School Dashboard (2022) <https://www.caschooldashboard.org/> and CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

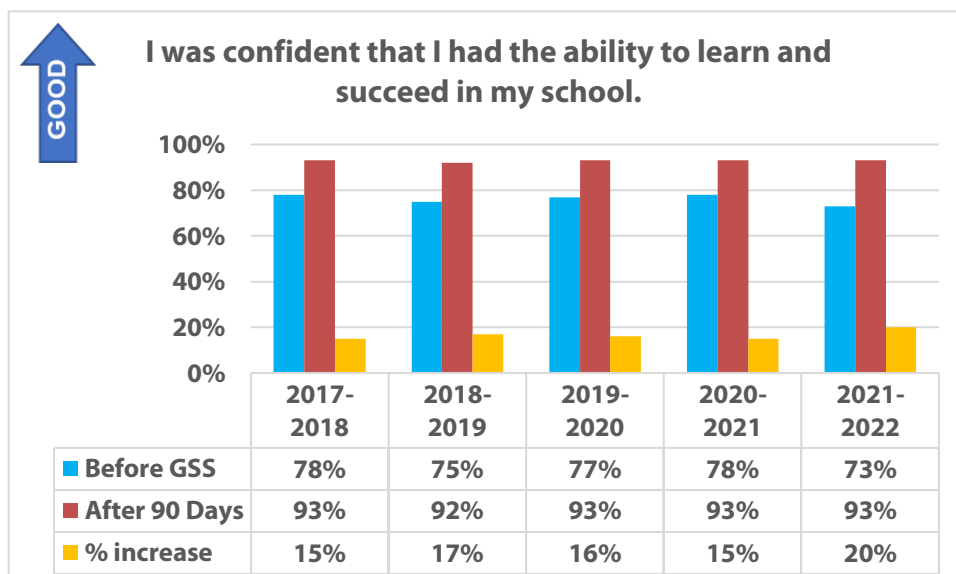
On the California School Dashboard, schools that serve kindergarten (K) through grade eight students receive a Chronic Absenteeism Indicator. This indicator represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend. In Grossmont Secondary’s DASS Renewal MOU Criteria, ASEC may meet the target by either exceeding the San Diego County DASS Schools average or the state DASS school’s average. *For most state indicators, the desired outcome is to have a high percentage of performance. However, for the Chronic Absenteeism Indicator, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate.* There was no Chronic Absenteeism rate in 2019-2020 due to COVID. For the years 2017-2018, 2020-2021 and 2021-2022, **ASEC exceeded the MOU renewal criteria by having a lower Chronic Absenteeism rate than either the county or state DASS averages.** This target was **Met** in 3 of 4 (75%) of years with available data.

**DASS Charter School Renewal MOU Criteria #15**

**State and Local Measure** Confidence Survey Results

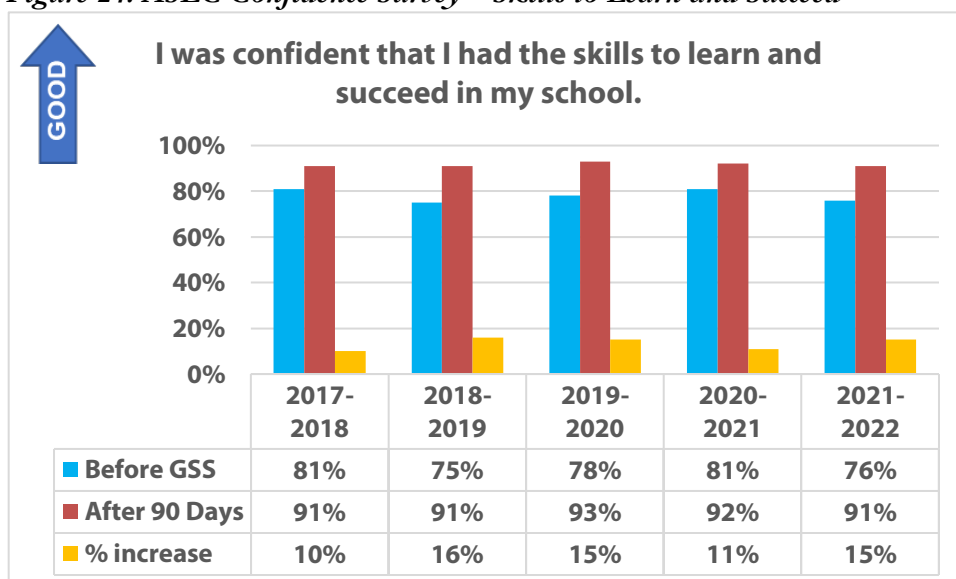
The target has **MET** been

*Figure 23. ASEC Confidence Survey – Ability to Learn and Succeed*



Source: Naviance (2017-2022)

Figure 24. ASEC Confidence Survey – Skills to Learn and Succeed



Source: Naviance (2017-2022)

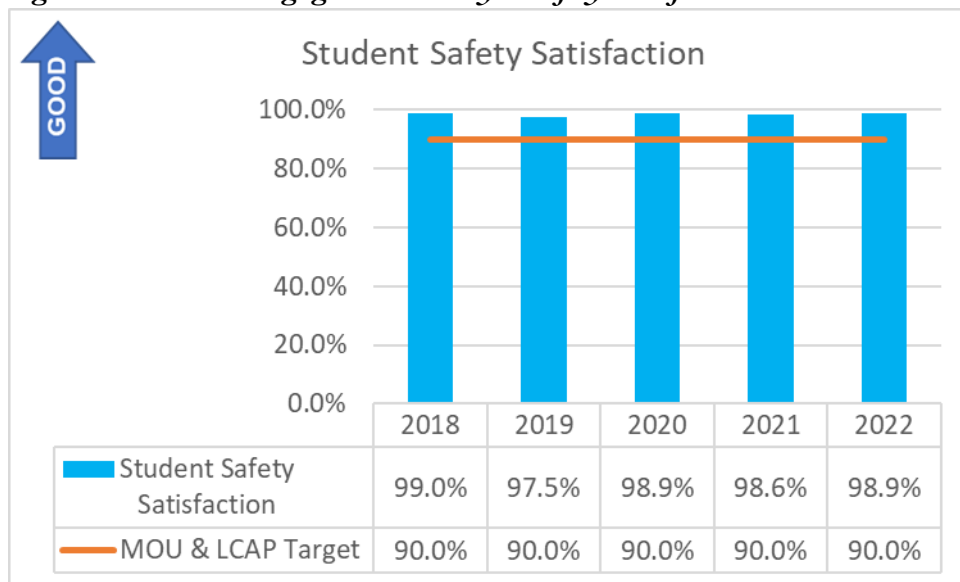
High-risk students often lack the academic confidence needed to successfully engage in school. ASEC is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at ASEC take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased to be academically successful in school. This measure is used to demonstrate student engagement for new students. The MOU target is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at ASEC. Overall, the results in 90 days yield an average 15% increase in confidence from when students first enroll at ASEC. On average, 92% of students have reported increased confidence in their ability and skills to learn and succeed in school (**Figures 23-24**).

**DASS Charter School Renewal MOU Criteria #16**

**State and Local Measure** Student Safety Satisfaction Survey Results

The target has MET been

*Figure 25. Student Engagement Survey – Safety Satisfaction*



Source: Survey Monkey (2018-2022)

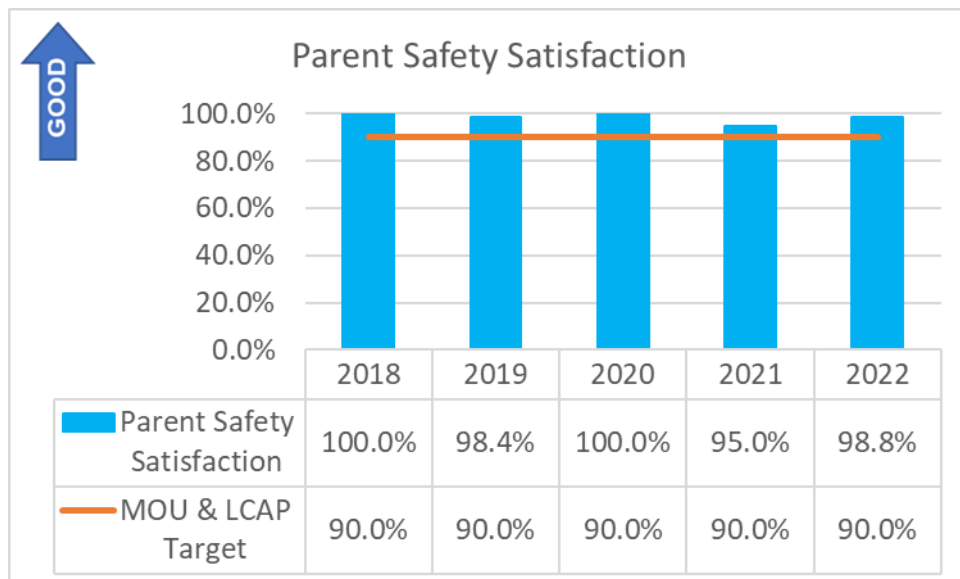
Providing a safe environment and supportive school culture is a key requirement of students at ASEC. Student Safety is one of the elements in the Renewal MOU with the target to maintain a 90% or higher rating on safety satisfaction rating from students. For the past five years, ASEC’s overall student safety satisfaction results indicate that on average 98% of enrolled students feel safe and supported at ASEC (Figure 25).

**DASS Charter School Renewal MOU Criteria #17**

**State and Local Measure** Parent Safety Satisfaction Survey Results

The target has MET been

*Figure 26. Parent Engagement Survey – Safety Satisfaction*



Source: Survey Monkey (2018-2022)

Providing a safe environment and supportive school culture is a key requirement from parents. Parent Safety is one of the elements in the Renewal MOU with target is to reach a 90% or higher rating on safety satisfaction rating from Parents. Overall, parent safety satisfaction survey results for the past five years indicate that 98% of ASEC’s parents reported feeling that their child is learning in a safe and supportive environment (**Figure 26**).

**DASS Charter School Renewal MOU Criteria #18**

**State and Local Measure** College Persistence and Completion

**The target has been** NOT APPLICABLE

Due to the lack of participation among other DASS schools in San Diego County and the state, data is not available at this time for the college persistence and completion rates. During the development of the DASS renewal MOU with ASEC’s authorizer, it was understood that this metric may not be available during this renewal process and would continue to be developed over time.

**Conclusion**

In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interests of pupils.

As demonstrated by the data above, ASEC students have been performing better than students in other DASS schools within the county and/or state, and ASEC students and parents have been also satisfied with their experiences at ASEC.

**Thus, Altus Schools East County requests a 5-year renewal term, from July 1, 2024 to June 30, 2029.**

## Element A: Educational Program

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### **Governing Law:**

*The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

*If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).*

## MISSION AND VISION, AND PROGRAM OBJECTIVES

### **Mission Statement**

Altus Schools East County (“ASEC” or “Charter School”) will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

### **Vision Statement**

The educational community known as ASEC is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

ASEC is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

ASEC is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the community-at-large.

### **Strategic Objectives**

To respond to its educational partners’ requirements and to ensure the organization’s long-term sustainability, ASEC will:

- provide a personalized and rigorous academic experience for its students.

- hire, develop and maintain a highly qualified faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

### **Program Objectives**

ASEC will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at ASEC
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold ASEC accountable for meeting measurable student outcomes and provide Charter School with a method to employ a performance-based accountability system instead of a rule-based system
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

### **OVERVIEW OF EDUCATION PROGRAM**

The primary purpose of ASEC's instructional design centers on the need to motivate and inspire students who are academically at-risk. ASEC's efforts focus on helping students to become re- engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, the Charter School will be challenged by environmental expectations that are generally applied to comprehensive school sites. ASEC holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The Charter School leadership shall continue to communicate this important commitment.

The Charter School acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the Charter Schools Act.

ASEC provides an instructional program for students in grades 7-12 through an individualized, independent study instructional model. ASEC is open to all students and enrolls students throughout the

year.

Students will study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals will review student reading, writing, math skills, and school records. Each student will receive a personal education plan that can include one-on-one tutoring, tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

ASEC is fully accredited by the Western Association of Schools and Colleges (**Appendix N**). The Charter School issues its own diplomas based on a course of study consistent with California State Standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and any other applicable state content standards and frameworks (hereinafter, collectively “State Standards”), and requirements for graduation. The Charter School’s courses are approved by the University of California and the NCAA (**Appendix O and Appendix P**). The Altus Schools Southern California Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. The Charter School affirms that college-bound students wishing to attend California colleges and universities will have the opportunity to take A-G courses

ASEC issues its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Altus Schools Southern Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. ASEC has received accreditation from the Western Association of Schools and Colleges (**Appendix N**) and has University of California A-G course approval (**Appendix O**).

Altus Schools East County participates in the Dashboard Alternative School Status program and is currently listed in the Dashboard Alternative School Status program and is currently listed on the California Department of Education’s Active DASS schools list (**Appendix K**).

## EDUCATIONAL METHODS

ASEC is a nonclassroom-based program that primarily uses an independent study instructional model using textbook-based and online course offerings. Students are able to engage in a blended learning environment where they utilize both traditional, independent study, and online learning opportunities

ASEC is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. ASEC offers students an alternative to the traditional school setting. Credentialed teachers actively engage with and support students along the way, providing enrichment and one-on-one tutoring as needed. Each teacher maintains a roster of no more than 40 students, allowing for individualization of course planning and student-centered instructional strategies. Resource Centers provide a safe and supportive environment that is focused on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs.

To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, ASEC students engage in a university model in which they are assigned only one or two courses per learning period. Students are expected to spend a minimum of thirty hours per week engaged in their coursework and complete one course each month.



Students have the option to select from expert teacher-created textbook-based curriculum, online Edgenuity courses, or a blended program, depending on the student's needs and learning style. Students engage virtually with their teacher throughout the week (video conferencing, shared online tools/documents, telephonic communication) and attend appointments in-person at the Resource Center on average twice per week for additional support. This additional support may include one-on-one tutoring with the teacher, strategic small group instructional tutoring sessions based on students' skill level or standard mastery, writing conferences, presentations, guest speakers, field trips, literacy circles, work with a 3D printer or virtual reality headset, special education support services, and/or feedback on the assignments previously submitted. The student's Pathways Personalized Education Plan ("PPEP") drives each student's academic goals and course planning while promoting real-time adjustments to curriculum and instructional strategies based on data results. The PPEP is a dynamic process that is constantly refined and updated to best meet each student's individual needs.

## EDUCATIONAL VISION

ASEC's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

ASEC's philosophy:

- Innovate: Seek change leading to positive outcomes.
- Maintain a professional staff complement.
- Encourage and promote academic competency.
- Model and support teamwork and cooperation.
- Provide student-based education tailored to the specific and unique needs of each student.
- Be accountable for outcomes.
- Provide on-going professional development.
- Forge partnerships with parents and community organizations.

To achieve ASEC's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at ASEC will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. ASEC will promote curiosity, integrity, social responsibility and self-esteem. ASEC will incorporate these maxims into its daily operations. In short, ASEC will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

ASEC is committed to developing curriculum that is rigorous, relevant, and aligned to the California

Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Curriculum will be designed to foster career and college readiness, skill development, and citizenship in a global society.

ASEC's curriculum departments are led by appropriately credentialed teachers and guided and directed by the Curriculum and Professional Development Coordinator. ASEC uses state adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks are specifically selected utilizing criteria developed from educational partner input. Teachers use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. Many of ASEC's students take online courses and engage in blended (independent study/online) learning opportunities. ASEC's instructional staff are Leading Edge Certified (LEC). Created by an Alliance of nonprofits, universities, and educational agencies, LEC is the first national certification program of its kind and is platform and vendor neutral. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that LEC Online Teachers will not only have the skills to effectively facilitate online courses but will also have a solid understanding of how to enhance learning opportunities for all students.

ASEC students demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the ASEC educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

### **Read and Write**

- Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in their own words. Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences and conclusions in written work.
- Select, organize, and relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

### **Compute**

- Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers and roots.

- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

### Speak, Question, and Listen

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary and nonverbal communications.

### Problem-Solve

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

### Work Independently and in Teams

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks that require independent initiative and measurement.

### Achieve Digital Literacy

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

### Manage Time

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

### Accept Personal Responsibility

- In accomplishing a task, accurately identify those forces which are within their control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy their individual participation in a group event or assignment.
- Engage in meaningful service to their community.

### Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

### Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
- Practice tolerance and not discriminate on the basis of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation or disability of others.

### TARGET STUDENT POPULATION

ASEC welcomes all students who wish to attend the Charter School. ASEC is currently authorized to serve grades 7–12. The following figure illustrates ASEC’s projected enrollment for the next four years.

*Figure 27. 4-Year Projected Enrollment for Altus Schools East County*

<b>PROJECTED ENROLLMENT AT P2 ADA REPORTING</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
Grades 7-8	22	22	22	23
Grades 9-12	296	299	302	304
<i>Total Projected Enrollment at P2 ADA Reporting</i>	<i>318</i>	<i>321</i>	<i>324</i>	<i>327</i>

ASEC provides an educational option to students and parents in the community who are disengaged and are seeking an academic intervention. ASEC seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of ASEC offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from ASEC.

Many students coming to ASEC are initially identified from referrals by the District’s middle and high

school counselors. ASEC is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), PSAT, SAT, ACT, the California Alternate Assessments (CAA), CMA, Northwest Education Association (NWEA) Measures of Academic Progress (MAPs) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios, and exhibitions. This data helps to establish student need. Based on this student need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts are made to ensure that the student body of ASEC reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. The Charter School’s outreach efforts are further described in **Element G** of this charter petition.

*Figure 28 Grossmont Union High School District Demographics 2022-2023*

<b>Grossmont Union High School District Demographics 2022-2023</b>		
<b>Ethnicity</b>	<b>Total</b>	<b>Percentage</b>
African American	1,298	6.00%
American Indian or Alaska Native	153	0.70%
Asian	674	3.10%
Filipino	327	1.50%
Hispanic or Latino	9,277	42.50%
Pacific Islander	117	0.50%
White	8,608	39.50%
Two or More Races	1,258	5.80%
Not Reported	103	0.50%
<b>Other Student Groups</b>		
Socioeconomically Disadvantaged	10,631	61.7%
Students with Disabilities	3,019	16.5%
English Learners	2,370	12.5%
Foster Youth	58	0.3%
Homeless Youth	569	3.2%
Migrant Education	8	0.0%

CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

## COMMUNITY INTEREST

Over the last four years, there has been a continued interest from the East County community to attend Altus Schools East County (**Appendix Z and AA**). The number of students served from the Grossmont Union High School District (“GUHSD”) each year is displayed in **Figure 28**. ASEC has consistently served

from 300-500 from GUHSD annually from 2017-2023.

**Figure 29 Number of Students Served from Grossmont Union High School District (GUHSD)**

Number of Student Served from Grossmont Union High School District						
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*
Students Served from GUHSD	325	419	497	471	418	325

\*YTD Spring 2023

Based on the 2022-2023 enrollments, in comparison to Grossmont Union High School District (“GUHSD”), Altus Schools East County, *previously Grossmont Secondary School*, serves a higher population of Hispanic students, socioeconomically disadvantaged students and students with disabilities (**Figure 30**).

**Figure 30 Student Demographics for ASEC and Grossmont Union High School District (GUHSD)**

Grossmont Secondary and GUHSD 2022-2023 Demographics		
Ethnicity	Grossmont Secondary	Grossmont Union High
African American	7.4%	6.00%
American Indian/Alaskan Native	0.8%	0.70%
Asian	1.6%	3.10%
Filipino	0.4%	1.50%
Hispanic or Latino	60.3%	42.50%
Pacific Islander	0.4%	0.50%
White	21.0%	39.50%
Two or More Races	7.4%	5.80%
Other Student Groups		
Socioeconomically Disadvantaged	70.4%	61.7%
Students with Disabilities	22.2%	16.5%
English Learners	12.1%	12.5%
Foster Youth	0.8%	0.3%
Homeless Youth	5.8%	3.2%
Migrant Education	0.0%	0.0%

This demonstrates the community’s interest in seeking an alternative educational option. ASEC differs from DASS schools in GUHSD and the communities it serves due to its unique instructional model and innovative, safe and non-traditional academic environment. Based on its overall academic achievement and engagement outcomes for all students ASEC demonstrates it is a high-performing DASS school across the state and in San Diego County (**Figures 1-30**). These outcomes demonstrate the continued need for a high-performing, quality option within the East County community.

**HOW LEARNING BEST OCCURS**

ASEC believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided with a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and can do is measured by a variety of methods, especially performance assessment and self-assessment.

## **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

ASEC helps students acquire the skills to survive and prosper in the 21<sup>st</sup> century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. ASEC promotes curiosity, integrity, social responsibility, and self-esteem.

## **DESCRIPTION OF THE EDUCATIONAL PROGRAM**

It is the philosophy of ASEC that every child is a born achiever. It is the challenge of ASEC to help each child realize his or her talents.

The premise relating to the uniqueness of ASEC's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in their students' academic goals is critical to a successful transformation of students' academic careers.

The ASEC educational program is based on the following elements of success:

- A vision, mission and operational business plan that puts students first.



- Academically rigorous, well-focused, basic core subject curricula.
- Creation of a personalized education plan based on the student’s academic level, learning style, strengths, interests, and goals.
- Professional development that puts skills into a context consistent with the overall Charter School mission.
- Autonomy that allows ASEC to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education (ITSE) and is responsive to technological innovations.
- Parent and community involvement in, and support for, ASEC programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and ASEC performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

The Charter School provides an education that allows each student, grades 7-12, to meet California Common Core State Standards by: (1) using standards-based textbooks, resources and instructional materials; (2) providing content standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. ASEC offers a menu of learning opportunities for students that includes independent study, home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

The Charter School serves a large population of students who are achieving below grade level and/or course content levels. This critical mass of students who are deemed “high risk,” and many with special needs will benefit from a personalized educational program that provides strong tutorial support.

After completion of enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. The parent and teacher build custom plans to meet the individual goals, strengths, and interests of each child. Students in grades 7- 12 take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving on to the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s pathways personalized education plan is enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has the support of a Certificated Teacher Resource who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual

students, a variety of data will be integrated into the pathways personalized education plan. Teachers use instructional software tools such as Naviance, ASEC’s college and career software. Teachers also utilize NWEA MAP assessment software School Pathways Student Information System (SIS), and Illuminate’s Data and Assessment platform to view real time student achievement data. Naviance, MAP, SIS and Illuminate data are integrated into the Charter School’s instructional data monitoring system. The data is systematically reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student’s instruction, methods of delivery and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers are able to communicate frequently with the family and get to know each student’s academic strengths and social needs. The largest differentiator for ASEC’s program is the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.

ASEC has an established Multi-Tiered System of Supports (“MTSS”), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a Healthy Youth Program to provide mental health services, interventions for high-risk students, supports for Special Education, services for English Learners (“ELs”), and programs for Gifted and Talented Education (“GATE”). ASEC has a systematic and integrated process for instructional support and interventions.

The teachers at ASEC engage in professional learning on a monthly basis that is focused on standards-based instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings cater to the best practices offered by the Instructional, Curriculum, and Assessment Teams.

Additionally, teachers attend a variety of trainings that include guest speakers from law enforcement agencies, community-based organizations, Child Protective Services, and other supportive agencies in order to assist the teachers in servicing the students’ needs. The School Coordinator meets weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and identify services to support student achievement.

### **Independent Study Assurances**

ASEC shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that ASEC shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and ASEC must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records shall be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

### **Parent/ Teacher/ Student Master Agreement**

For all students participating in independent study, pursuant to Education Code Section 51747, an agreement

shall be signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2) the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of ASEC students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of the Charter School, the Charter School's operation, and the roles, rights, and responsibilities of parents and their children.
- After admission, attend a mandatory orientation meeting to learn about charter schools, the Charter School's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and ASEC.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the Charter School as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was taught at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Open House and Senior Exit Orientation (if applicable) each year.
- Keep informed about the Charter School through communication with the classroom staff and by materials regularly distributed to students and/or their families.

### School Calendar

ASEC is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, ASEC for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 4 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

Please see ASEC's 2024-2025 Pupil Calendar **Appendix X**.

### CURRICULUM

A summary of ASEC's curriculum is provided below. As the State Standards develop and evolve, the curriculum may change to maximize learning.

ASEC’s academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The Charter School’s curriculum is rigorous, relevant, student and teacher driven. The opportunities offered at ASEC prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. The Charter School is committed to developing curriculum and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge State Standards. ASEC fosters the natural talents and skills of the instructional team to ensure that all learners find success.

ASEC’s curriculum departments are led by well-qualified teachers and, under the guidance of the Curriculum and Professional Development and Accreditation Administrator, design and create the subject matter curriculum using the State Standards as their guides. The textbooks and other resource materials, as identified either from the state adopted textbook list for TK-8 or 9-12 recommended lists, are used to complete the courses. The textbooks are further reviewed for application for independent study students. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. Because ASEC students have the option to take online and blended learning (independent study/online) courses, the Charter School encourages its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

ASEC’s grade 7-12 course catalogs and course descriptions (**Appendix V**) are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. ASEC ensures that all of its core courses, foreign language, visual & performing arts, and some electives are listed on the approved UC A-G and NCAA lists (**Appendix O and P**).

### **English/Language Arts**

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary, they need to become successful readers and be prepared for college, career, and life. Students are engaged in increasingly complex tasks of decoding, analyzing, and synthesizing materials that include many cross-curricular texts, playing an important part in building students’ content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, students participate in various text types that explore text to text, text to self, and text to world items. They conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or more rigorous academic challenge will have the ability to take AP courses. Advanced Placement exams are offered and administered in the spring semester for students who have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners. ASEC has UC A-G and NCAA approval for all core high school English/Language Arts courses.

<b>ENGLISH/LANGUAGE ARTS MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	English 7-1, 7-2 (textbook/online/blended options)

Eighth Grade	English 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	English 1, 2 (textbook/online/blended options)
Tenth Grade	English 3, 4 (textbook/online/blended options)
Eleventh Grade	American Literature 1, 2 (textbook/online/blended options) <b>or</b>
Twelfth Grade	World Literature 1, 2 <b>or</b> English (British) Literature 1, 2 (textbook/online/blended options) <b>or</b>

### **Mathematics**

Students use a focused and coherent curriculum that is aligned to the State Standards and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students develop deep conceptual understandings and are well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students are provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the State Standards of greater focus of the depth of a topic, coherence among topics and grade levels, and the rigorous authentic command of the mathematical concepts. ASEC ensures that all 9-12 grade math courses are UC A-G and NCAA approved. ASEC offers a traditional textbook, blended (independent study/online), and online learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from the Charter School as college and career ready citizens.

<b>MATHEMATICS MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Math 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	Math 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Algebra 1, 2 (textbook/online/blended options) <b>or</b>
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) <b>or</b>
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) <b>or</b>
Twelfth Grade	Statistics 1, 2 <b>or</b>

### **Science**

All science courses are aligned to the State Standards. All science courses have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. Middle school students are introduced to Life Science, Physical Science, and Earth Science. They are engaged with hands-on experiences as well as virtual and wet labs throughout

their courses. The 9<sup>th</sup>-12<sup>th</sup> grade students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, or Biology. All of these science courses are UC A-G and NCAA approved. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC A-G science course.

SCIENCE MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Middle School Life Science (textbook/online/blended options)
Eighth Grade	Middle School Physical Science (textbook/online/blended options)
Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) <b>or</b>
Tenth Grade	Biology 1, 2 (textbook/online/blended options)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) <b>or</b>
Twelfth Grade	AP Environmental Science (online)

### Social Sciences

All social science courses are aligned to the State Standards while incorporating current real-world issues (i.e. Middle East conflicts, immigration & politics) as they are relevant to ASEC student population. Middle school students participate in courses about ancient civilizations, medieval and modern times, and the history of the United States. ASEC students have UC A-G approved and NCAA approved course offerings of World History, Geography & Economics, United States History, Government, and Economics. ASEC offers Honors United States History and an online Advanced Placement course in Human Geography, US History, World History: Modern, and Psychology. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual e-tours.

SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	United States History & Geography 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Geography 1 (textbook)
Tenth Grade	World History, Geography & Economics 1, 2 (textbook/online/blended options) <b>or</b>
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) <b>or</b>
Twelfth Grade	Government 1 (textbook/online/blended options) <b>or</b>



### **World Languages (Languages Other Than English)**

ASEC offers a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. Students may take a world language as early as the 7<sup>th</sup> grade. ASEC has UC A-G approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

<b>FOREIGN LANGUAGE COURSES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Spanish 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/ online/blended options)
Tenth Grade	Spanish 1-6 (textbook/ online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/ online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/ online/blended options)

### **Visual And Performing Arts**

ASEC offers several Visual and Performing Arts (“VAPA”) courses and has UC A-G approval for these courses. Students take Art, Commercial Art, Drawing, or Photography to satisfy the UC A-G VAPA requirement. ASEC also offers Music Appreciation and Art History courses for those students who are interested in a different approach to the arts. Students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

<b>VISUAL AND PREFORMING ARTS COURSES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Middle School Art 1, 2 (textbook)
Eighth Grade	Middle School Art 1, 2 (textbook)
Ninth Grade	*Art 1, 2
Tenth Grade	*Art 1, 2
Eleventh Grade	*Art 1, 2
Twelfth Grade	*Art 1, 2

*\*UC A-G approved VAPA electives.*

### **Physical Education**



ASEC offers physical education to all students. Physical education is an integral part of the total education of every student. It emphasizes vigor and healthy educational activities that increase students' opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

<b>PHYSICAL EDUCATION MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Physical Education 7-1, 7-2
Eighth Grade	Physical Education 8-1, 8-2
Ninth Grade	Physical Education 1-2
Tenth Grade	Physical Education 1-4
Eleventh Grade	Physical Education 1-4
Twelfth Grade	Physical Education 1-4

### **General Electives**

ASEC offers many semester-length and year-long additional electives courses for students that will contribute to their becoming more well-rounded, college and career ready, 21<sup>st</sup> century citizens.

<b>GENERAL ELECTIVE COURSES</b>
<b>Grades 7-8</b>
ELD Literacy 1, 2 (textbook)
ELD Literacy and Comprehension 1, 2 (online)
Empower Math 1a, 1b (textbook)
Literacy 7th 1, 2 (textbook)
Literacy 8th 1, 2 (textbook)
Service Learning 1, 2 (textbook)
Study Skills 1, 2 (textbook)

<b>Grades 9-12</b>
Strategies for Academic Success (online)
Comprehensive Health (textbook/blended/online)
Driver's Education (textbook)
Health (textbook/blended/online)
Journalism (textbook)
Geography 1 (textbook/blended/online)
Service Learning 1, 2 (textbook)
Empower Math 1a, 1b (textbook)
Empower Math 2a, 2b (textbook)
Empower Math 3a, 3b (textbook)
Literacy 1, 2 (textbook/blended/online)
Literacy 3, 4 (textbook/blended/online)
ELD Literacy 1, 2 (textbook/blended/online)
ELD Literacy and Comprehension 1, 2 (online)
*Philosophy 1 (textbook)
*AP Psychology 1, 2 (online)
*Sociology 1 (blended)
Study Skills 1, 2 (textbook/blended/online)

*\*UC A-G approved electives*

### **Post High School Pathways**

Once a student is enrolled at ASEC, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher assists the student with creating a post- high school plan. ASEC's students are placed in one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military. The courses identified above satisfy the post-high school pathways for college bound students. In addition to the college preparatory coursework, ASEC offers courses that are specifically designed for students in grades 9-12 who have expressed an interest in specific career pathways.

### **Career Technical Education**

ASEC offers 28 Career Technical Education ("CTE") courses for students who have expressed an interest in a specific industry sector. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course.

<b>CAREER TECHNICAL EDUCATION COURSES</b>	
<b>Grades 9-12</b>	
Altus Success (blended)	
Business Careers 1, 2 (textbook)	
Career Planning and Development (online)	
*Child Development Pathway 1, 2 (textbook)	
*Child Development Pathway 3, 4 (textbook)	
*Career and Life Management 1, 2 (textbook)	
*Design Careers 1, 2 (textbook)	
Foundations of Personal Finance 1, 2 (textbook)	
General Work Experience Ed. 1, 2 (textbook)	
General Work Experience Ed. 3, 4 (textbook)	
*Health Science Concepts 1, 2 (online)	
*Health Science and Medical Technology (online)	
*Hospitality, Tourism & Recreation 1, 2 (textbook)	
*Hospitality, Tourism & Recreation 3, 4 (textbook)	
*Information and Communication Technology 1, 2 (online)	
*Intro to Business 1, 2 (online)	
*Intro to Coding 1 (online)	
Intro to Parenting 1 (textbook)	
Military Science 1, 2 (textbook)	
Military Science 3, 4 (textbook)	
*Nursing Assistant 1, 2 (online)	
Nutrition 1, 2 (textbook)	
Pathways Exhibition (blended)	
*Photoshop 1, 2 (textbook)	
*Psychology 1, 2 (textbook/blended/online)	
*Personal Finance 1 (online)	

\*UC A-G approved CTE electives

### **California Cadet Corps**

ASEC offers several California Cadet Corp Leadership courses, similar to JROTC, to its students. Students who enroll in the California Cadet Corps program also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in applied leadership or joining the military upon graduation. Students participate in weekly military style drills, inspections, leadership development, and camps as a part of their Cadet Corps experience.

<b>CALIFORNIA CADET CORPS COURSES</b>	
<b>Grades 7-12</b>	

Seventh – Eighth Grade	MS Cadet Corps 1, 2 (textbook)
Ninth Grade	*CA Cadet Corps 1, 2 (textbook)
Tenth Grade	*CA Cadet Corps 1, 2 (textbook)
Eleventh Grade	*CA Cadet Corps 1, 2 (textbook)
Twelfth Grade	*CA Cadet Corps 1, 2 (textbook)

\*UC A-G approved electives

## GRADUATION REQUIREMENTS

Students graduating with a High School Diploma from ASEC must complete 42 semester credits in grades 9-12. ASEC Diploma graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
<b>4 credits –</b> <ul style="list-style-type: none"> <li>English 1-4</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>Integrated Math 1 or</li> <li>Algebra</li> </ul>
<b>2 credits –</b> <ul style="list-style-type: none"> <li>American Literature, <b>or</b></li> <li>Honors American Literature <b>or</b></li> <li>AP English Language and Composition <b>or</b></li> <li>AP English Literature and Composition</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>Integrated Math 2 <b>or</b></li> <li>Geometry</li> </ul>

<b>2 credits –</b> <ul style="list-style-type: none"> <li>• World Literature <b>or</b></li> <li>• Contemporary Voices in Literature <b>or</b></li> <li>• English Literature <b>or</b></li> <li>• AP English Language and Composition <b>or</b></li> <li>• AP English Literature and Composition</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>• Integrated Math 3 <b>or</b></li> <li>• Intermediate Algebra</li> </ul>
	<b>Optional 4th Year Credits –</b> <ul style="list-style-type: none"> <li>• Statistics <b>or</b></li> <li>• Pre-Calculus <b>or</b></li> <li>• Honors Pre-Calculus <b>or</b></li> <li>• AP Calculus AB</li> </ul>
<b>Science - 4 semester credits</b> (2 years required, 3 years recommended)	<b>Social Studies - 6 semester credits</b> (3 years required)
<b>2 credits – Physical Science</b> <ul style="list-style-type: none"> <li>• Earth and Space Science <b>or</b></li> <li>• Physics <b>or</b></li> <li>• Chemistry</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>• World History, Geography &amp; Economics <b>or</b></li> <li>• AP World History Modern</li> </ul>
<b>2 credits – Life Science</b> <ul style="list-style-type: none"> <li>• Biology</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>• US History <b>or</b></li> <li>• Honors US History <b>or</b></li> <li>• AP US History</li> </ul>
<b>Optional 3rd Year Credits –</b> <ul style="list-style-type: none"> <li>• Honors Chemistry <b>or</b></li> <li>• AP Environmental Science</li> </ul>	<b>1 credit –</b> <ul style="list-style-type: none"> <li>• Government <b>or</b></li> <li>• AP US Government and Politics</li> </ul>
	<b>1 credit –</b> <ul style="list-style-type: none"> <li>• Economics</li> </ul>
<b>Physical Education - 4 semester credits</b>	<b>Pathways Portfolio - 1 semester credit</b>
<ul style="list-style-type: none"> <li>• Physical Education 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways Portfolio <b>or</b></li> <li>• Career Explorations 1-2 <b>or</b></li> <li>• Completed Career Pathway with Capstone Course <b>or</b></li> <li>• Approved college credit course</li> </ul>
<b>Electives</b> 9 semester credits	
<ul style="list-style-type: none"> <li>• Students have the option to choose from a wide range of general elective options.</li> <li>• UC/CSU: 2 credits – Approved electives in same area</li> </ul>	
<b>World Languages and Visual and Performing Arts (VAPA) –</b> 2 semester credits	
<u>Option 1:</u>	<u>Option 2:</u>
<b>2 credits –</b> <ul style="list-style-type: none"> <li>• World Language electives (same language)</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>• VAPA electives</li> </ul>

<u>UC/CSU Option:</u>		
<b>4 credits –</b> <ul style="list-style-type: none"> <li>World Language electives (all semesters same language; 2 years required, 3 recommended)</li> </ul>		
<b>2 credits –</b> <ul style="list-style-type: none"> <li>Visual and Performing Arts electives (both semesters need to be the same course)</li> </ul>		
<b>Career &amp; Technical Education (CTE)/Service Learning/ Work Experience Education (WEE)</b>		
2 semester credits		
<u>Option 1:</u> <b>2 credits –</b> Career and Technical Education	<u>Option 2:</u> <b>2 credits –</b> Service Learning (120 hours total of community service)	<u>Option 3:</u> <b>2 credits -</b> Work Experience (240 hours of paid employment approved by a School Counselor)
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

## PROFESSIONAL DEVELOPMENT

ASEC is dedicated to the professional growth of all of its employees and provides a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As ASEC is focused on improving the quality of life for students, their families, its employees, and the community at large, the professional development program is designed to assist staff in fulfilling this mission and provides a rigorous academic experience for teachers, office staff, and other educational partners. On a holistic level, the professional development program provides support for ASEC’s employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program is a “school within a school” for the purposes of teaching and learning, and increases student achievement results, faculty and staff retention, and the overall well-being of ASEC’s employees and students.

ASEC offers professional learning opportunities Monday-Friday throughout the school year from July-June. The professional development plan includes:

### 1. Ethical Responsibilities and Strategic Planning

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen Trainings
- e. Executive Studies on Educational Leadership

- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

## **2. Curriculum Content Training**

- a. Core content: Math, English Language Arts, English Learner Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
- b. Visual & Performing Arts-Drawing, Photography, and Music Appreciation
- c. Gifted and Talented Education (GATE)- ASEC will offer cohort trainings to the teachers to meet the academic needs of this group of learners
- d. Leading Edge Certification- ASEC offers this national online teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

## **3. Student Engagement**

- a. Post High School Pathways Training will consist of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.
- b. Special Instructional Services offers socio-emotional learning trainings, suicide prevention/intervention/postvention trainings, special education training for general education teachers, literacy training specifically designed for the EL students, teacher training from the LGBTQIA+ community.
- c. Partnerships will include visiting guest speakers and various educational, medical, and industry entities.
- d. Healthy Youth Department provides information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and California Healthy Youth Act (“CHYA”) instruction.
- e. Parent Trainings that are geared toward understanding College and Career Readiness opportunities such as AP, articulation, and dual credit courses.
- f. Parent Engagement Training Series for parents of English Learners and parents of students with disabilities.

## **4. Workforce Efficiency and Effectiveness**

- a. Edgenuity Training- online curriculum content provider
- b. Audit and Compliance/ Rigor, Content and Quality
- c. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Moodle, and Weebly (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource



## Training

### ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in ASEC, the Charter School shall provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

ASEC has received accreditation from the Western Association of Schools and Colleges (WASC).

ASEC has received approval of 'a-g' courses from the University of California.

### CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in **Element B** of the charter for a description of ASEC’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

### PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

ASEC’s **Multi-tiered System of Support (MTSS)** engages at-risk students in participating and excelling in school. (**Appendix DD**) ASEC identifies students who are below grade level immediately upon enrollment. At the first student appointment, ASEC staff administer the NWEA MAP English Language Arts and Math surveys. Counselors will review these academic assessment results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (PPEP)** and the initiation of MTSS. ASEC’s goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports will be targeted towards high-risk students:

**Core Instruction:** Research-based instructional strategies will be integrated into all core content curricular areas. Content area teachers are trained in research-based instructional strategies: Universal Design for Learning (“UDL”), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students will participate in small-group and individual tutoring sessions.

#### **Social Emotional Learning Program:**

- Employing Trauma Informed Practices (TIPS) in teacher engagement strategies: Teachers lead communications through a trauma-informed lens.
- Resilience in Students and education (“RISE”) is a social-emotional learning series of live, interactive, video broadcasts for students. RISE sessions are aligned to Social and Emotional Core Competencies in order to enhance a student’s capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges.
- Healthy Youth Program (“HYP”) and Crisis Support: ASEC understands how important it is to meet the needs of each student and family and to attend to the social and emotional needs that arise during times of crisis and challenge. ASEC provides individual counseling and small group social-emotional

learning sessions that are essential to mental health and wellness.

**Professional Learning Communities:** Instructional Leaders provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

**Data Collection, Monitoring, and Reporting:** Curriculum, instructional, and professional development decisions are made based on close analysis of student achievement and engagement data.

**Parent Trainings:** Research-based parent trainings are held on topics relevant to current family issues and trends.

**Intervention:** Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

**High School Completion Options:** Multiple paths to successful completion will include preparation for GED or HiSET are available to students who enroll significantly behind grade level in skills and high school credits.

**Student and Family Services and Supports through partnerships:** Established partnerships that are community based and free or reduced cost are provided to students as part of their personalized intervention plan. The counselors facilitate appropriate referrals and resources for each student.

Student progress is monitored through the systematic Pathways Personalized Educational Plan (“PPEP”) process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), determines the supports and services that are most effective for each student and identifies any additional curricular and instructional supports necessary to support student achievement.

## **PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Through the **Multi-tiered System of Support (MTSS)**, ASEC systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level have a PPEP that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor and student, will collaborate to select appropriate courses including Honors, Advanced Placement, Dual enrollment and Articulated courses. Following a course of study aligned to ASEC’s instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. ASEC provides the opportunity for students to be concurrently enrolled in community college courses (**Appendix EE**) and to consult regularly with one of ASEC’s college counselors. Additionally, teachers will participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

ASEC recognizes that each student is a unique individual with his/her own interests, strengths, and challenges. The Charter School’s goal is to identify and celebrate the unique gifts and talents of every student. “Giftedness” occurs along a continuum. Strategies that work for one gifted student will not necessarily work

for all gifted students. ASEC pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of **Gifted and Talented** students.

At ASEC, GATE students are offered an **Individualized GATE Plan (“IGP”)**. The IGP is created by the student, parent(s), and teachers, to plan the services and program options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
- Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
- Small group instruction
- Opportunities for independent study, community-based learning, and project-based learning
- Postsecondary Education

Students receive individualized instruction with a **GATE Certified teacher** one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum is compacted based on standards mastery. Whenever possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Please see ASEC’s GATE Plan (**Appendix R**).

## **PLAN FOR ENGLISH LEARNERS**

ASEC meets the applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, pertaining to annual notification to parents, student identification, placement, program options, designated and integrated English Language Development (ELD) instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, standardized testing requirements, and parent/family engagement. ASEC implements policies to assure appropriate placement, evaluation, and communication regarding ELs and the rights of students and parents. ASEC fully implements a specially designed English Learner Plan that addresses the needs of the high-risk/at-promise student population served and:

- Outlines consistent practices in the development, implementation, and evaluation of English Learner programs and services.
- Provides specific procedural guidelines for the identification, instruction, assessment, and reclassification of students.
- Aligns to the principles of the California English Learner Roadmap.
- Articulates the English Language Development program and options for ELs, including equitable access to rigorous course of study and high-quality instruction.
- Describes the formation and functions of the English Learner Advisory Committee (“ELAC”).

Please see ASEC’s English Learner Plan (**Appendix S**).

## English Learner Identification

The **Home Language Survey (“HLS”)** is administered upon a student’s initial enrollment into the Charter School (on enrollment forms). The HLS is used to identify whether the primary or native language of the student is a language other than English. The Charter School uses the HLS to verify data in CALPADS and to capture survey information for students enrolling for the first time in California or the United States.

Using the HLS, students who have been identified to have their primary or native language be a language other than English, and have not been previously assessed, are given the Initial English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency, the student will qualify as an English Learner.

## English Learner Assessment

All students who indicate that their home language is other than English are assessed with the state-approved assessment of language proficiency (ELPAC Initial Assessment) within 30 days of initial enrollment and at least annually (ELPAC Summative Assessment) thereafter until re-designated as fluent English proficient.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing and progress reporting.

Results of each student’s assessment are sent to parents or guardians in their primary language. These results are also included in the PPEP for instructional planning.

For students who enroll with previous ELPAC results, the ELPAC is administered annually based on the ELPAC summative assessment window until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on designated supports or accommodations according to their Individualized Education Programs (“IEP”) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The Charter School notifies all parent/guardians annually, in writing, and in the student’s home language, when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, ASEC assesses all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, NWEA MAP in reading, language usage, and math. MAP assessments provide detailed, actionable data on student’s present skill levels in relation to state standards to inform the creation of the PPEP upon enrollment. MAP pre- and post-assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

## English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (“RFEP”) student after meeting various linguistic and academic criteria. ASEC has developed student

reclassification procedures based on criteria set forth by CDE guidelines. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

**Criteria A.** Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

ELPAC results should demonstrate English proficiency in all domain areas with an ELPAC Overall Performance Level (PL): 4 or Alternate ELPAC Overall PL 3.

**Criteria B.** Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Demonstration of "basic skills" in English from an objective assessment that is also given to English proficient students of the same age.

- MAP: Reading scores must fall within the student's grade level range; or,
- Smarter Balanced ELA Summative Assessment scores will meet or exceed the standard.
- For students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of Adequate, Moderately Low or higher in the Communication Domain.

**Criteria C.** Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

Teacher Input for Reclassification Form

- Teachers evaluate EL student use of English while engaging in grade-appropriate academic content learning. The form evaluates the student's proficiency in oral and written language supported by academic qualitative and quantitative performance data.
- For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

**Criteria D.** Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Parent Consultation

- Parents are consulted and engaged in the Reclassification determination process, inclusive of IEP team members.

### **Monitoring Reclassified Fluent English Proficient Learners**

ASEC implements a systematic process to monitor the academic progress of all Reclassified Fluent English

Proficient students for four years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents are notified of ongoing progress after reclassification during parent-teacher meetings each semester. Each year, through the PPEP process and the use of Ellevation, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- MAP Reading scores
- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP scores
- Participation Rates
- Credit Completion Rates
- Teacher and parent/guardian observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, the Multi-tiered System of Supports (MTSS) is utilized to determine and apply interventions. These interventions can include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

- Conference with student and parent/guardian
- Referrals and resources given to student and family
- Specialized reading and/or writing tutoring sessions
- Placement in ELD and/or Literature and Comprehension courses
- Customized curriculum with literacy supports, scaffolds, and learning resources

### **Comprehensive English Language Development Program**

ASEC's goal for English Learner programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Through a Structured English Immersion (SEI) Program designed for independent study and flexible learning models, English Learners at ASEC receive nearly all instruction in English, with curriculum and instruction designed to provide access to the standards-based curriculum for pupils who are learning English. Students participate in a comprehensive ELD program with **Designated ELD** to support academic language proficiency, and **Integrated ELD** to provide access to grade level academic subject matter content. Program participation and program effectiveness are monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

ELs have full access to the Charter School's educational program through **Integrated English Language Development**. Teachers use the California English Language Development Standards in tandem with the



State Standards for ELA/Literacy and other content standards.

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP) Model to make content comprehensible for English Learners and Writing Redesigned for Innovative Teaching and Equity (WRITE). Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, primary language and culture, explicitly teaching comprehension strategies, academic vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The Charter School utilizes a web-based comprehensive English language learning program (BrainPOP ELL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

The Charter School offers EL students blended learning opportunities. Online courses (Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, Closed captioning of instruction, and close reading of text.

**Designated ELD** is structured as a highly individualized curriculum based on CA ELD standards. Students are enrolled in culturally responsive, grade level courses that are aligned to the CA ELD standards in order to develop critical language ELs need in Reading, Writing, Speaking and Listening for content learning in English. These language development courses are enhanced with individualized tutoring sessions and literacy instruction, in person or virtually, that utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards. The courses engage students in blended **weekly synchronous** and **daily asynchronous** learning, may utilize literacy circles with grade level, standards-based curriculum resources, and provide opportunities for daily live interaction with teachers and instructional support staff.

Students are identified to participate in appropriate Designated ELD courses based on their language proficiency according to their ELPAC results. The instructional team, including parents/guardians, set proficiency goals for students with measures and benchmarks for achievement.

### **Access to Honors, Advanced/AP Classes, Early College Credit and Special Education**

English learners have the same access to the education programs and services as native English-speaking students. At ASEC, a lack of proficiency in English is not a barrier to enrollment in courses meeting the a–g requirements or in AP/Honors classes in subject areas other than English. English Learners also have access to the Early College Credit program, in which they can earn college credits through dual enrollment



and by completing articulated coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

English learners have equitable access to the same education programs and services as native English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability.

## **PLAN FOR STUDENTS WITH DISABILITIES**

### **General Overview**

ASEC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Act (“IDEA”).

ASEC is an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Altus Schools is one of the founding partners of the El Dorado County Charter SELPA and is in good standing.

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

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

ASEC is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. ASEC works closely with the El Dorado County Charter SELPA in order to coordinate services locally. ASEC representatives attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to ensure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists and Resource Specialists are hired locally and, as direct ASEC employees, they provide Specialized Academic Instruction (“SAI”) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (“FAPE”). Special Education related services are contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services are provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in San Diego County. Facilities will be compliant with IDEA requirements.

ASEC will exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. ASEC will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that ASEC is unable to provide.

### **Section 504 of the Rehabilitation Act**

ASEC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis

of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

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

### **Services for Students under the “IDEA”**

*The following description regarding how special education and related services will be provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the chartering authority. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of ASEC and the SELPA. A copy of the MOU will be made available to the chartering authority upon request.*

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

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

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

### **Staffing**

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

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

### **Notification and Coordination**

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

### **Identification and Referral**

ASEC shall have the responsibility to identify, refer, and work cooperatively in locating ASEC students who have or may have exceptional needs that qualify them to receive special education services. ASEC shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only

after the resources of the general education program have been considered, and where appropriate, utilized.

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

### **Assessments**

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

### **IEP Meetings**

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

### **IEP Development**

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

### **IEP Implementation**

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

### **Interim and Initial Placements of New Charter School Students**

ASEC shall comply with Education Code Section 56325 with regard to students transferring into

ASEC within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ASEC from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ASEC shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

### **Non-Public Placements/Non-Public Agencies**

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

### **Non-discrimination**

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

### **Parent/Guardian Concerns and Complaints**

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

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

### **Due Process Hearings**

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

**SELPA Representation**

ASEC shall represent itself at all SELPA meetings.

**Funding**

ASEC will be subject to the allocation plan of the SELPA.



## Element B: Measurable Pupil Outcomes

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**Governing Law:** *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

As a public charter school, ASEC recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. ASEC has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

ASEC will continue to examine and refine its list of student outcomes over time to reflect the Charter School's mission and any changes to state or local standards that support this mission.

### STUDENT OUTCOMES

ASEC, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of ASEC for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

**English/Language Arts.** Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Mathematics.** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

**Science.** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

**History and Social Studies.** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

**World Language.** Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.



**Visual and Performing Arts.** Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

**Physical Education** Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g., problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the International Society for Technology in Education.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at ASEC.

## **CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help ASEC to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

### **Local Control and Accountability Plan**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**Goal 1:** Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program.

***Aligned to State Priorities 1 (Basic), 4 (Student Achievement), 5 (Student Engagement) and 8 (Other Pupil Outcomes)***

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### **1.1 Systematic Approach to Monitor Student Learning for All Students**

Applicable Student Groups: All Students

- a. School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.
- b. School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.
- c. Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.

### **1.2 Evaluate and Support English Language Proficiency for English Learners**

Applicable Student Groups: English Learners

- a. School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.
- b. Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.
- c. Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.

- d. Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.
- e. Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.
- f. Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.
- g. Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.

### 1.3 Academic Instruction and Support for All Students

#### Applicable Student Groups: All Students

- a. Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.
- b. School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.
- c. Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.
- d. Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.
- e. Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.
- f. Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.
- g. Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.
- h. Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios.

- i. Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.
- j. The School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.
- k. School staff will provide ongoing field trips that focus on student career and college pathways interest.
- l. Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.

#### **1.4 Academic Instruction and Support for English Learners, Low-Income, and Foster Youth**

Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.
- b. Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.
- c. Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.
- d. Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.
- e. Equity and Inclusion (E&I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.
- f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.

#### **1.5 Academic Instruction and Support for Students with Disabilities**

Applicable Student Groups: Students with Disabilities

- a. Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.
- b. Specialized Academic Instruction (SAI) provided by Education Specialists.

- c. Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.
- d. Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

### **1.6 Systematic Monitoring of Academic Performance for All Students**

Applicable Student Groups: All Students

- a. Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.
- b. School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&I and Professional Learning Systems.
- c. Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.

### **1.7 Systematic Monitoring of Academic Performance for English Learners, Low-Income, and Foster Youth**

Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.
- b. Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.
- c. School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.
- d. Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.
- e. Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the

decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

**Expected Annual Measurable Outcomes:**

- **Teachers Appropriately Assigned and Credentialed** – At least 90% of teachers are appropriately assigned and credentialed.
- **One-Year DASS Graduation Rate** – Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups
- **Combined Four- and Five-Year Graduation Rate** – Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups; or exceed the county DASS schools or state DASS schools average on the Graduation Rate.
- **Chronic Absenteeism** – Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups; or exceed the county DASS schools or state DASS schools average on the Graduation Rate.
- **CAASPP SBA – ELA** – Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the county DASS schools average or state DASS schools average DFS in SBA ELA for grades 3-8 and 11.
- **CAASPP SBA – Math** – Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the county DASS schools average or state DASS schools average DFS in SBA Math for grades 3-8 and 11.
- **CAASPP SBA ELA and Math Proficiency** - Increase the annual percentage of grade 11 students who score at least a Level 3 ‘Standard Met’ on the Smarter Balanced Summative ELA and Mathematics Assessments (EAP Measure); or exceed the county DASS schools average or state DASS schools average Proficiency in SBA ELA and Math.
- **English Learner Progress Indicator (ELPI)** - More than 45% of English Learners are making progress towards English Language proficiency.
- **English Learner Reclassification Rate** - Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total.
- **Measures of Academic Progress by NWEA** - More than 60% of All Students and Student Groups will meet their annual Reading growth target.
- **Measures of Academic Progress by NWEA** - More than 60% of All Students and Student Groups will meet their annual Language growth target.
- **Measures of Academic Progress by NWEA** - More than 60% of All Students and Student Groups will meet their annual Math growth target.
- **California Science Test (CAST)** - Improve the annual percentage of All Students and Student Groups scoring proficient.
- **Student Participation Rate (Attendance)** - Exceed 84% or improve 3% from prior year for All



Students and Student Groups.

- **Middle School Dropout Rate** - Maintain a dropout rate less than 5% for All Students.
- **High School Dropout Rate** - Maintain a dropout rate less than 5% for All Students.
- **Student Confidence** - More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment.

**Goal 2:** Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

***Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access) and 8 (Other Pupil Outcomes)***

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### **2.1 Standards Aligned Course of Study and Curriculum for All Students**

Applicable Student Groups: All Students

- a. Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).
- b. Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.
- c. APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.
- d. Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).
- e. APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.

### **2.2 Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students**

Applicable Student Groups: English Learners and Low-Income Students

- a. Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.
- b. APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.



- c. Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.
- d. Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.
- e. Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.
- f. Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).
- g. Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.
- h. Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.

### 2.3 College/Career Pathways for All Students

#### Applicable Student Groups: All Students

- a. Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.
- b. School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.
- c. School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.
- d. Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.
- e. Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.
- f. Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.

- g. Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.
- h. School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.
- i. Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.
- j. Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.
- k. Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May Instructional Meetings to calculate College/Career readiness rate projections.
- l. Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.

#### **Expected Annual Measurable Outcomes:**

- **Availability of Standards Aligned Instructional Materials** – Maintain 100%
- **Provide All Students with a Broad Course of Study** – Maintain 100%
- **Pupils with Exceptional Needs**– Design and implement programs and services available to all pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills
- **College Credits** – Increase the annual number of students completing college credit courses
- **Advanced Placement** – Increase annual student participation in Advanced Placement (AP) Courses
- **CTE Career Pathways** – Maintain high-quality and relevant established CTE Career Pathways
- **State Standards** – 100% of Core Courses will be aligned to CCSS
- **State Standards** - 100% of Science Courses will be aligned to NGSS
- **State Standards** – 100% of ELA and Social Science Courses will be aligned to ELD Standards
- **UC a-g Courses** - 100% of Core Courses will be UC A-G approved
- **CTE Courses** - 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
- **CTE Career Pathways** - Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway
- **UC a-g Completion** - Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU

- **CTE Career Pathways and UC a-g Completion** - Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway
- **AP Exams** - Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher
- **Work Experience Education** - Maintain a compliant and accessible Work Experience Education (WEE) Program

**Goal 3:** Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

***Aligned to State Priorities 2 (State Standards) and 6 (School Climate)***

**Actions:** In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

**3.1 Professional Development Focused on Improving Academic Performance for All Students**

Applicable Student Groups: All Students

- a. Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.
- b. Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.
- c. School Coordinator will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.
- d. AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).
- e. AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.
- f. Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.
- g. AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.

- h. AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.
- i. AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.
- j. AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- k. AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.
- l. Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.
- m. Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.

### 3.2 Professional Development Focused on Improving Academic Performance for English Learners, Low-Income, and Foster Youth

Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.
- b. English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.
- c. Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.
- d. Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.
- e. Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.
- f. Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education

(SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.

- g. AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- h. Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- i. Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.
- j. Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.
- k. AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.
- l. Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.

#### **Expected Annual Measurable Outcomes:**

- **Professional Development** – 90% of teachers will participate in at least 60 hours professional development per year
- **Math Professional Development** - 90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards
- **English Learner Professional Development** - English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction
- **Leading Edge Certification (LEC)** - 90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment
- **Relevant Professional Development** – 90% of staff will report an average rating of 4 (1-5 scale) on evaluation of training sessions
- **School Satisfaction** – 90% of students and parents surveyed will report high levels of satisfaction with their overall educational experience at the school

**Goal 4:** Provide a safe environment and supportive school culture for all educational partners to teach and learn.

*Aligned to State Priority 6 (School Climate)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

#### 4.1 Safe and Supportive Schools for All Students

##### Applicable Student Groups: All Students

- a. Executive School Safety Committee will meet regularly to implement the School Safety Plan.
- b. A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.
- c. Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.
- d. Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.
- e. Installation of Brivo card access controls at all resource centers and office.
- f. Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.
- g. Provide nursing services to support the overall health and social-emotional well-being.
- h. Provide a Mental Health & Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.
- i. Provide students and parents with opportunities for input into safety planning.
- j. Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.

#### 4.2 Social, Emotional, and Behavioral Support Systems for All Students

##### Applicable Student Groups: All Students

- a. Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.
- b. Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.

- c. Character and Leadership Development Program to promote health, wellness, and academic achievement.
- d. Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.
- e. School staff will update the school website to provide families with information related to available food resources, health, and wellness services.
- f. Meal and Nutrition Program to promote student health and well-being.

### 4.3 Social, Emotional, and Behavioral Support Systems for Low Income Students and Foster Youth

#### Applicable Student Groups: Low-Income and Foster Youth

- a. Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.
- b. The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.
- c. Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.
- d. Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.
- e. Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.
- f. Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.
- g. Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.

#### **Expected Annual Measurable Outcomes:**

- **Suspension Rate** – Maintain a suspension rate at 1.5% or less
- **Expulsion Rate** – Maintain an expulsion rate at 1% or less
- **Safety Satisfaction Rate** – Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys



- **Compliant School Safety Plan** – Maintain a School Safety Plan that meets the needs of educational partners and is compliant.

**Goal 5:** Provide innovative, engaging and a community-based resource center to service and support students, parents, and family members.

*Aligned to State Priorities 1 (Basic Services) and 3 (Parent/Family Engagement)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### 5.1 Engagement Opportunities for All Students

Applicable Student Groups: All Students

- a. School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.
- b. School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.
- c. Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.
- d. School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.
- e. Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.
- f. School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.
- g. Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.
- h. Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.
- i. School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration, and communication.
- j. Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.

- k. Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.
- l. Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.
- m. Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.

## 5.2 Engagement Opportunities for English Learners, Low-Income, and Foster Youth

### Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a. Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.
- b. Coordinate transportation services for foster youth to increase access to the resource center for educational support and services.
- c. Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.
- d. Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.
- e. Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.
- f. Provide translated materials and resources for parents and family members of English Learners.
- g. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.
- h. Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.
- i. Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.
- j. Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.

### **Expected Annual Measurable Outcomes:**

- **Facilities** – Receive School Facility Good Repair Status of “good” or “exemplary”

- **Parental Involvement** - Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events
- **Parental Involvement** - Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences
- **Partnerships** – Maintain formal partnerships with community-based organizations
- **Parent Training** – Provide six Family Learning Series Trainings to all parents and family members
- **Innovative Learning** - 90% of parents will report that Resource Centers provide innovative learning opportunities for students

## Element C: Methods of Assessment and Other Uses of Data

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**Governing Law:** *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

### OVERVIEW

Altus Schools East County (“ASEC” or “Charter School”) shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

ASEC will utilize methods of assessments in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(c)(5)(C).

### ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of ASEC. No single assessment can provide all the information needed to make informed decisions about every student’s learning. A collection of measures aligned to academic standards will provide meaningful insights about each student’s achievement and the Charter School’s effectiveness.

ASEC utilizes a variety of assessments, both formative and summative, and key indicators to demonstrate achievement of academic standards and schoolwide learning outcomes. These measures are utilized to demonstrate student achievement and engagement as it aligns to the Eight State Priorities. These will include, but will not be limited to:

#### State-Mandated Tests

- CAASPP assessment system (e.g., the Smarter Balanced Summative Assessments in ELA and Mathematics, California Science Test (“CAST”), and the California Alternate Assessments)
- ELPAC – Initial and Summative Assessments, including Alternate Assessments
- Physical Fitness Test – (“PFT”)

#### Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics) – Grades 7-12
- CAASPP Smarter Balanced Interim Assessments in English Language Arts/Literacy and Mathematics
- End-of-course examinations aligned to State Standards
- Unit tests, quizzes and learning checks
- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations

- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

### **Other Key Performance Measures**

- Course Completions (including UC a-g and CTE completions)
- Academic Grade Point Averages
- Suspension and expulsion rates
- Participation Rate (Attendance)
- Chronic Absenteeism (k-8)
- Dropout Rate (1 year)
- Graduation Rate (1-year DASS)

### **Optional Assessments**

- PSAT
- ACT
- SAT
- AP
- CHSPE
- HiSET

ASEC is an active DASS School and complies with all applicable requirements under the state accountability system, including the California School Dashboard. Due to the special target population that the Charter School serves, the focus is reengaging and motivating students to continue towards the achievement of their PPEP which focuses on positive student outcomes.

The evaluation and analysis of the assessments and measures above are embedded in each student's PPEP. Student performance and progress on state mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC are measured annually. Local assessments (MAP Growth and Smarter Balanced Interim Assessments) are used throughout the year to determine progress towards standards mastery. End-of-course exams, unit tests and learning checks on State Standards, portfolios, exhibitions, surveys and other measures are monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and target each student's learning needs based on strengths and deficiencies. As part of the PPEP, students complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track towards their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs are also evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

The School Coordinator meets with teachers three times throughout the school year to conduct a thorough analysis of individual student progress on key measures aligned to State Priorities. These progress reviews are shared with the student and parent(s) to determine any additional curricular and instructional supports and services that are necessary to support positive student outcomes. In addition, students' self-reflection on strengths and challenges are a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning.

## USE AND REPORTING OF DATA

Use of assessment data and measures of academic outcomes allow teachers to differentiate instruction based on students strengths, interests, and talents; and set goals and plans for students. Assessment data and key measures allow ACEC to evaluate programs for continuous improvement and instructional strategies implemented to increase student outcomes. Data will also be used to target professional development for teachers.

ASEC uses a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. Data is made available through the SIS known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff have broad access to School Pathways' SIS and teachers have access to student data. The system generates reports that are circulated to the administration, faculty, support staff, students, and parents. Many of these reports can be found in The Storybook. The Storybook is a tool used to report data monthly and annually on key performance measures aligned to the State Priorities. ASEC publishes the Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including school participation (attendance), credit completion rates, MAPs scores, dropout rates, graduation rates, CAASPP results, ELPAC results and other measures of student achievement and engagement during monthly instructional meetings to improve the instructional and operational programs within the Charter School. Data is also disaggregated by student groups and special populations to closely monitor the progress of socioeconomically disadvantaged students, EL students, homeless and foster youth, and students in special education programs. At the end of the year, each monthly Storybook is compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year. Teachers also utilize Illuminate's Data and Assessment platform to review learning checks and unit assessments to identify continued areas of growth to assist students with standards mastery. End of course exam data in Illuminate is used to evaluate instructional strategies and curriculum for any revision or enhancement needs.

Information on the educational performance and progress of students is regularly provided to all educational partners. Data is shared with parents and other community partners in a variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent trainings, during Open House, and at ELAC meetings. Results are also sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and PFT. Parents and the community have access to the Charter School's California School Dashboard outcomes, the annual School Accountability Report Card ("SARC") posted on the ASEC website, the CDE's DataQuest system, and Board of Director meetings.

### SARC and LCAP

ASEC complies with state mandated requirements applicable to charter schools regarding the SARC and LCAP each year. Outcomes on assessments and key measures above are aligned to State Priorities and are reported annually in the SARC and the LCAP Annual Update.

## Element D: Governance Structure

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**Governing Law:** *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

### NON-PROFIT PUBLIC BENEFIT CORPORATION

Altus Schools East County (“ASEC” or “Charter School”), a directly funded independent charter school, is operated by Altus Schools Southern California (“Altus Schools”), a California non-profit public benefit corporation, pursuant to California law. Altus Schools is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for ASEC’s operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

ASEC operates autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the Authorizer and ASEC. Pursuant to California Education Code Section 47604(d), the Authorizer shall not be liable for the debts and obligations of Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Charter School as long as the Authorizer has complied with all oversight responsibilities required by law.

Attached, please find the Altus Schools Southern California Restated Articles of Incorporation as **Appendix F**, Bylaws as **Appendix H**, and Conflict of Interest Code as **Appendix I**.

### BOARD OF DIRECTORS

ASEC is governed by the Altus Schools Southern California nonprofit corporation Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors and no more than nine, unless changed by amendment to the bylaws. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

The District Governing Board reserves its right pursuant to Education Code Section 47604(c) to have a representative on the Charter School Board, and if the District Board chooses to exercise this right, such representative shall be solely of the Authorizer’s choosing and shall be appointed by the District Board or designee rather than the Altus Schools Board. Any Authorizer representative to the Altus Schools Board shall serve solely at the District Governing Board or designee’s discretion and may serve an unlimited number of consecutive terms. The Altus Schools Bylaws shall specify that no requirements for or restrictions on the appointment, service or terms for removal of other members of the Board of Directors shall apply to any District representative and such representative shall serve at the pleasure of and be removed only by the action of the District Governing Board or designee. Should the District exercise this right, Altus Schools may choose to expand the number of Directors by one, if necessary, in order to maintain an odd number of Directors.



Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Following are the names and biographies of the current Board of Directors:

### **Wayland Myers**

*Board Chairperson*

Wayland Myers is the CEO of Myers Media Group, LLC (“MMG”). With over 28 years of traditional and digital marketing experience Wayland Myers commands a deep knowledge of the online landscape.

Wayland founded his third company, Myers Media Group, LLC in 2007. Over the last 13 years, MMG has become a unique multimillion-dollar marketing technology company that offers an advanced audience acquisition & growth platform called Macrotrend™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Sears, GrubHub and Travelocity. With his innovative approach to audience acquisition and unique view of the online landscape he has forged long lasting partnerships resulting in millions of dollars of incremental revenue for his clients.

As Google is moving more and more toward AI driven results, Wayland has consistently been a champion of helping businesses by innovating technologies capable of reacting to and predicting the swiftly changing online market. He fully understands the complexity and breadth of challenges faced by enterprise level domains today, and constantly strives to solve them in unique, scalable ways.

### **Laura Barreiro**

*Board Member*

As Director of Operations at Retail Insite, Laura is responsible for operational efficiency and fostering a culture of accountability, commitment and shared success. Laura has been a licensed real estate Salesperson since 2005 and achieved CCIM (Certified Commercial Investment Member) designation in 2017. Laura has worked in a variety of capacities connected to commercial real estate since 1999,

Laura has a child that attended and graduated from Altus Schools, giving her firsthand knowledge of the potential benefits afforded students utilizing this educational option.

### **Chris Gordon**

*Board Member*

As Founder and CEO of RE3 Gifts, Chris and his team help organizations recruit, reward, and retain their best people with thoughtful, timely gifts. Through RE3's trusted program, business leaders enhance the quality, design, and impact of the apparel and gifts they give to employees and clients, helping to foster great brand and culture. After a decade of experience in the branded products space, Chris founded RE3 to circumvent the common pitfalls, problems, and waste that many companies experience when it comes to their corporate "swag" program.

As the father of four young children, Chris believes in great options for a quality education, like Altus Schools, and is honored to serve on its Board of Directors.

### **Jim Herr**

*Board Member*

Jim has been active at Parron Hall for over 40 years but, in fact, he has been involved in the business his entire life. As he says, “having been born into it, I learned a lot sitting around the kitchen table growing up.” His education didn’t end there however – he graduated Magna Cum Lauda with a degree in finance. While highly qualified to own and run Parron Hall which was founded in 1947, the business enjoys continued success due to Jim’s loyalty and philosophy about working with his team of 45 people. “I really allow people to work for our customers with great support from leadership, and I reward outstanding performance. We are very team oriented. We allow people to excel at what they are good at.” Looking at the 12-year average tenure of Parron Hall’s staff, the longstanding list of loyal clients and years of successful ownership, it’s clear that Jim’s leadership style creates a winning environment for everyone.

### **Cristina Stevens**

*Board Member, Parent Representative*

Cristina brings over 25 years of extensive experience with Hydraulic Controls, Inc., where she has held diverse roles and demonstrated her expertise in various capacities. Currently, as a member of the senior leadership team, Cristina is instrumental in establishing performance standards within a manufacturing setting. Her primary responsibility lies in motivating a highly efficient team of technicians, assemblers, and customer service associates while fostering a safe and positive workplace environment.

Recognized as a service-oriented leader, Cristina actively advocates for process improvement practices that yield significant business outcomes. She prioritizes compassion towards her workforce, overseeing critical aspects of training and retention processes. Through her guidance, Cristina ensures that her team members receive the necessary support and development opportunities to excel in their roles.

Furthermore, Cristina's commitment to education led her to join the Altus Schools Board of Directors as the parent representative. Having personally witnessed the positive impact of Altus Schools' educational program within her own family, she is dedicated to leveraging her extensive knowledge and professional expertise to uphold the exceptional standards of education provided by Altus Schools. By actively contributing to the board, Cristina aims to guarantee that these schools continue to serve as outstanding educational options for students.

### **Board Meetings and Duties**

The Board of Directors shall meet regularly, at least one (1) meeting per quarter, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit

approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.

- Approving the Charter School’s annual budget and overseeing the Charter School’s fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School’s personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

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

### **Conflict of Interest Code and Compliance with Laws**

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 46604.1, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix I**. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

ASEC shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, as a non-profit public benefit corporation, Altus School shall comply with

all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

### Board Training

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

### SCHOOL COORDINATOR

The School Coordinator shall be the instructional leader of ASEC. The School Coordinator will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The School Coordinator will report directly to the Board of Directors, and she/he is responsible for the orderly operation of the school and the supervision of all employees in the school. The School Coordinator is assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator will communicate and report to the Board of Directors as needed.

The School Coordinator shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks shall include, but are not limited to, the following:

- Ensure ASEC enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of ASEC
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the Charter Authorizer
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the facilities
- Promote ASEC in the community and promote positive public relations and interact

- effectively with media
- Encourage and support teacher professional development
- Attend meetings upon request by the Charter Authorizer and stay in direct contact with the Charter Authorizer regarding changes, progress, etc.
- Attend meetings with the Charter Authorizer on fiscal oversight issues as requested by the Charter Authorizer
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the ASEC SARC and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third-party provider.

### **PARENT INVOLVEMENT IN GOVERNANCE**

A central tenet of ASEC's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that educational partner involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Parent Representative on the Board of Directors
- Student/Parent/Teacher Master Agreement (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

Accordingly, part of ASEC's educational plan is an agreement between parents and ASEC known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of ASEC's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

ASEC's philosophy is that parents choose to send their children to ASEC because they have high expectations of ASEC and the benefits that they and their children will receive. In turn, ASEC has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. ASEC will encourage, but will not require, volunteer parent participation in the school.

## Element E: Employee Qualifications

**Governing Law:** *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

### OVERVIEW

Altus Schools East County (“ASEC” or “Charter School”) shall not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All staff shall operate under contracts with ASEC and be evaluated on an annual basis.

### QUALIFICATIONS FOR ALL STAFF

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School’s program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student’s behavior change, attitude and/or academic performance.
- Take a leadership role in some aspects of the Charter School’s development.

All individuals employed at ASEC must possess qualifications, personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, right to work in the United States, and tuberculosis screening.

ASEC considers the employees described below to be key to the success of the Charter School:

### ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at ASEC shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School’s mission and educational



program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers and have experience using technology and data-analysis tools. Business experience is preferred. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for their certificated assignment. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

Additional qualifications are:

- Demonstrated successful leadership in an administrative position in a public school or private school, preferably but not necessary as a leader of a school and preferably has work with a board.
- Commitment to accountability, including a rigorous student testing regime.
- Experience or familiarity with data management and presentation and commitment to achieving students' academic goals.

## TEACHER QUALIFICATIONS

ASEC shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Charter School shall comply with Education Code Section 47605(l), which states in part:

*“Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A*



*charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.”*

Teachers of English Learners will be required to hold a CLAD certification or Bilingual Authorization, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

ASEC will work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student is assigned to a teacher of record who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School's operational policies.

ASEC may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students' work assignments without the approval of the teacher of record.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.

## **JOB DESCRIPTION AND REQUIRED CREDENTIAL FOR SPECIAL EDUCATION TEACHERS**

Special Education Teachers provides support for the instructional program for students with special needs, pertinent information and consultant services to staff members and parents, on-going student assessment and evaluation, on-going planning with regular resource center teachers.

### **Representative Duties:**

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Develops educational plans for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective services.
- Maintains all special education records and timelines on compliance issues.

#### Knowledge **And Abilities:**

- Resource Center management strategies
- Cognitive restructuring and pro-social skills development
- Various academic assessment tools in reading, language arts, and mathematics
- Strategies for student motivation
- Instructional strategies involving computerization
- Secondary curriculum
- Cooperative learning models
- IEP process
- Laws and regulations related to special education
- Work with students from all ethnic and cultural backgrounds
- Administer, score, and interpret academic assessment testing and develop applicable goals and objectives for student services
- Provide consultant services to regular resource center teachers and ancillary staff
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery
- Work with teachers to develop and maintain teaming/communication
- Modify core curriculum and implement appropriate teaching strategies

#### Required **Credential:**

- California Education Specialist Instruction Credential
- Master's Degree preferred

### **JOB DESCRIPTION AND REQUIRED CREDENTIAL FOR INDEPENDENT STUDY TEACHERS**

Independent Study teachers guide the instructional program for all students through developing a pathways personalized education plan unique to each student. ASEC teachers should be competent, energetic, student-centered educators with good management and organizational skills, who understand adolescents, are able to motivate students, set high expectations, welcome accountability, and are good team players.

**Representative Duties:**

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Improve each student’s ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
- Implement the educational program required at the Charter School.
- Upon completion of the pathways personal education plan assessment, undertake those activities that result in the student achieving his/her academic and career goals.
- Create and maintain a community outreach effort to engage students, parents/guardians, residents, feeder school communities, counselors, health and social service providers, neighborhood businesses, partnerships and alliances, and community based organizations. This active engagement will be achieved by documented home, school, and community visitation, telephone calls, personal conferences, letters, etc.
- Select, orient, provide leadership and supervise assistants and volunteers.
- Maintain compliance with resource center budgets, including expenses and student work product, protect and account for resource center assets.
- Perform accurate and timely accounting of student activities, i.e., master agreements, course contracts, portfolios, credit reports, contact logs, intervention sheets, and other documents deemed necessary for compliance.
- Demonstrate evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
- Other duties as assigned.

**Knowledge And Abilities:**

- Engage and motivate students toward success; knowledge and experience with curriculum and teaching strategies.
- Facilitate learning and develop individualized education plans.
- Counseling skills.
- Thrive on challenge, autonomy, and accountability.
- Excellent organization, time management, and record keeping skills.
- Experience with special student populations: at risk, gifted, foster, homeless, ELL, etc.
- Be creative and resourceful.
- Possess computer skills.
- Administer the complex operation of a storefront location.

**Required Credential:**

- California Single Subject Teaching Credential
- Master’s Degree preferred

**OFFICE PERSONNEL QUALIFICATIONS**

The School Clerk will be selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection is based on experience, professional attitude, skills and ability to perform the job duties for the position.

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the Charter School.
- Ability to collaborate with faculty and staff, students and parents.
- Ability to attend community events to represent the Charter School.

### **BUSINESS/FINANCIAL PROFESSIONAL**

ASEC shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of the Charter School. Such services are provided by an employee or employees of ASEC. Any such employee shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar or providing the services of a Chief Business Officer or Chief Financial Officer or similar to a California public school (charter or non-charter).

## Element F: Health and Safety of Pupils and Staff

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

- (i) *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A)-(J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

Altus Schools East County (“ASEC” or “Charter School”) shall comply with all applicable safety laws and maintains health and safety policies to ensure the well-being of students and faculty. In order to provide safety for all students and staff, ASEC implements a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. Charter School shall review such policies and procedures with its insurance carriers and risk management experts on at least an annual basis in order to maintain them as legally compliant and in accordance with best practices and these policies are subject to revision and review/approval by the Altus Schools Board of Directors prior to the commencement of each school year. These procedures are incorporated as appropriate into Charter School’s student and employee handbooks and shall also be reviewed with each faculty member during orientation prior to the commencement of each school year and are reviewed on an ongoing basis by the School Coordinator, and Board of Directors, and in Charter School’s staff development efforts. Charter School submits a school safety plan to the CDE/SBE annually.

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

### Procedures for Background Checks

Employees and contractors of ASEC shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Coordinator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

### Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws. ASEC shall conduct annual training on child abuse reporting for all mandated reporters in accordance with Education Code Section 44691.

## **Tuberculosis Risk Assessment and Examination**

Faculty, staff and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

## **Immunizations**

All enrolled students who receive classroom-based instruction and employees shall be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

## **Medication in School**

A SEC shall adhere to Education Code Section 49423 regarding administration of medication in school. A SEC will also adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

## **Vision, Hearing, and Scoliosis**

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by A SEC.

## **Diabetes**

A SEC shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

## **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

## **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

## Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

## Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with **one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.**

As required by law, the Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

## California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

## Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

## School Safety Plan

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter



School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

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

### **Blood Borne Pathogens**

ASEC shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free, Alcohol Free, Smoke Free Environment**

ASEC shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

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

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

ASEC is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Charter School shall develop and implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at ASEC (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with Charter School's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

### **Bullying Prevention**

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

## Element G: Means to Achieve Student Population Balance

**Governing Law:** *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

Altus Schools East County (“ASEC” or “Charter School”) shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

ASEC shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, special education, and EL student balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and EL student groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District for prospective students and parents.
- Collaborate with community organizations to network with families in need of the school’s educational model. Additionally, providing open houses and tours for the community.
- The school implements hyper-local advertising strategies with local print, outdoor, and digital messages.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the District.
- Charter School shall monitor and report the diversity of the school’s student population on an annual basis.
- Charter School shall monitor and report the diversity of the school’s student population on an annual basis.



## Element H: Admission Policies and Procedures

**Governing Law:** *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

Altus Schools East County (“ASEC” or “Charter School”) shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. ASEC shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School’s regular educational activities and shall comply with the “free schools” guarantee as set forth in state law.

Charter School shall admit all pupils who wish to attend ASEC. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. ASEC will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3. In accordance with Education Code Section 49011 and 47605(e)(2)(b)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at ASEC. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at ASEC. The determination of school capacity shall be based on ASEC’s academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of ASEC, and the level of interest shown by students who want to attend the Charter School.

Admission of a pupil to the Charter School shall be consistent with state laws and regulations governing

independent study programs.

The ASEC admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level
- After admission, ASEC shall have the following requirements that must be met by each student and their family before beginning school at the Charter School
- Attend an orientation to receive an enrollment pack
- Complete enrollment forms including emergency information cards<sup>1</sup>
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the school

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ASEC shall hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be as follows:

1. Siblings of existing students of ASEC
2. Residents of the Grossmont Union High School District
3. All other students

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Learning Lead). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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<sup>1</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the G website.

Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).



## Element I: Financial Audits

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**Governing Law:** *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

An annual independent financial audit of the books and records of Altus Schools East County (“ASEC” or “Charter School”) shall be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of ASEC shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The audit shall verify the accuracy of ASEC’s financial statements, attendance and enrollment accounting practices, revenue-related data collection and reporting practices, and review ASEC’s internal controls. The audit will include a review of Average Daily Attendance (“ADA”) as reported by ASEC. Moreover, the audits will assure that the Charter School’s money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

An audit committee made up of members of the Board of Directors shall select an independent auditor each fiscal year and, along with the Chief Business Officer, shall be responsible for contracting and overseeing completion of an annual audit of the school’s financial affairs. The auditor shall have, at a minimum, a CPA license and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. Charter School shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan that focuses on the issue identified and presents a timeline for rectifying the concern and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School will be public record to be provided to the public upon request.

## Element J: Pupil Suspension and Expulsion Procedures

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).*

The Suspension and Expulsion Policy and Procedures have been established by the Board of Directors in order to promote learning and protect the safety and well-being of all students at Altus Schools East County. In adopting this policy, Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at the non-charter schools may be suspended or expelled and the procedures governing those suspensions, and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook and will clearly describe the discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians<sup>2</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the School Coordinator's office located at 3252 Bonita Road, Chula Vista, CA 91910. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, the pupil's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## **Procedures**

## Grounds for Suspension and Expulsion of Students

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

### Enumerated Offenses

1. **Discretionary Suspension Offenses.** Students may be suspended when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
  - l) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - p) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means

a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their



- academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    - iii. An act of cyber sexual bullying.
      - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to

subdivision (1)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the



replica is a firearm.

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases,, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual or committed a sexual battery as assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor

with an unguarded blade.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### **3. Suspension Time Limits/Recommendation for Expulsion**

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

student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

#### **4. Homework Assignments During Suspension**

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

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

#### **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Altus Schools Southern California ("Altus Schools") Board of Directors following a hearing before it, or by the Altus Schools' Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Altus Schools' Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under Family Educational Rights and Privacy Act (FERPA) unless the

student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student.

The notice shall include:

The date and place of the expulsion hearing;

- a. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- b. A copy of Charter School's disciplinary rules which relate to the alleged violation;
- c. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter School to any other school district or school to which the student seeks enrollment;
- d. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- e. The right to inspect and obtain copies of all documents to be used at the hearing;
- f. The opportunity to confront and question all witnesses who testify at the hearing;
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.



3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **G. Record of Hearing**



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

## **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

## **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

## **J. Written Notice to Expel**

The School Coordinator or designee following a decision of the Board to expel shall send written notice

of the decision to expel, including the Board's adopted findings of fact, to the student or student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

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

#### **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from Charter School as the Altus Schools Board of Directors' decision to expel shall be final.

#### **M. Expelled Pupils/Alternative Education**

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

#### **N. Rehabilitation Plans**

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

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the pupil's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding the School Coordinator's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Charter School's capacity at the time the student seeks readmission or seeks admission to the Charter School.

## **P. Notice to Teachers**

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

## **Q. Involuntary Removal for Truancy**

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]"

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

### **1. Notification of SELPA**

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

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

### **3. Procedural Safeguards/Manifestation Determination**

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the

child's disability; or

- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### **4. Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Charter School agree otherwise.

In accordance with 20 USC Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or the the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

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

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

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

## 6. Interim Alternative Educational Setting

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

## 7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

## Element K: Employee Retirement Systems

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**Governing Law:** *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Certificated employees of Altus Schools East County ("ASEC") shall be members of the California State Teachers' Retirement System (CalSTRS) and classified employees shall be members of the California Public Employees' Retirement System (CalPERS). ASEC shall inform all applicants for positions within ASEC of the retirement system options for employees of ASEC. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ASEC shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.



## Element L: Public School Attendance Alternatives

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**Governing Law:** *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend Altus Schools (“ASEC” or “Charter School”). Students who reside within the District who choose not to attend ASEC may attend school within the District according to District policy or at another school district or school within the District through the District’s intra-and inter-district policies. Parents and guardians of each student enrolled in the Charter School shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ASEC, except to the extent that such a right is extended by the local education agency.

## Element M: Employee Return Rights

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**Governing Law:** *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at Altus Schools (“ASEC” or “Charter School”). Employees of the District who choose to leave the employment of the District to work at ASEC will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. The Charter School employees shall have any right upon leaving the District to work in ASEC that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in ASEC that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by Altus Schools Southern California nonprofit corporation provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## Element N: Dispute Resolution Procedures

**Governing Law:** *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

### DISPUTES BETWEEN ALTUS SCHOOLS EAST COUNTY AND THE DISTRICT

The staff and Board of Directors of Altus Schools East County (“ASEC” or “Charter School”) and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The intent of this dispute resolution process is to (1) resolve disputes within ASEC pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

The Charter School and the District are encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District regarding the terms of this charter or any other issue regarding ASEC and the District’s relationship, ASEC staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent or designee and the ASEC School Coordinator, or their respective designees. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

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

If this joint meeting fails to resolve the dispute, the District Superintendent or designee and School Coordinator or designee shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent or designee and the School Coordinator or designee. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section

may be revised upon mutual written agreement of the District and ASEC.

### INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff,

parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by ASEC. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at ASEC will be provided access to the Charter School's policies and dispute resolution process.

The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to ASEC has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.

## Element O: School Closure Procedures

**Governing Law:** *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of Altus Schools East County (“ASEC” or “Charter School”) shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities. The Closure Action shall be deemed to have been automatically made if any of the following occur: The Charter is revoked or non-renewed, the ASEC School Board votes to close ASEC, or the Charter lapses. In the event of a Closure Action, the Charter School shall implement the following steps:

The Charter School will promptly (within 72 hours of the Closure Action) notify parents and students of ASEC, the District, the San Diego County Office of Education, ASEC’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of ASEC of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close ASEC.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232(g). ASEC will ask the District to store original records of ASEC students. All student records of ASEC shall then be transferred to the District upon school closure. If the District will not or cannot store the records, ASEC shall work with the San Diego County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ASEC

and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ASEC.

ASEC will complete and file any annual reports required pursuant to Education Code section 47604.33.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district that satisfies the requirements of paragraphs (a) through (e) of section III.A. of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in §141(d) Plans” or any financial regulations implementing 26 U.S.C. §414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Altus Schools Southern California (“Altus Schools”) corporation shall remain solely responsible for all liabilities arising from the operation of ASEC.

As ASEC is operated by Altus Schools, a non-profit public benefit corporation, should the corporation dissolve with the closure of ASEC, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ASEC will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

## Miscellaneous Charter Provisions

**Governing Law:** *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(b).*

### BUDGET AND FINANCIAL REPORTING

Attached, please find ASEC's financial statements, including budgets (**Appendix B**), budget assumptions (**Appendix B**) and cash flow (**Appendix C**) for four years of operation. These documents are based upon the best data available to ASEC at this time, including the most recent financial projections under the Local Control Funding Formula.

ASEC shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ASEC's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

ASEC shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

ASEC agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, ASEC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

ASEC shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. ASEC shall maintain its own accounting system. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. ASEC shall ensure a high level of fiscal accountability. ASEC shall adopt an annual budget prior to July 1 of each year. ASEC shall prepare appropriate interim financial statements and reports of financial position,



operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

## INSURANCE AND INDEMNIFICATION

ASEC shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. ASEC shall maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$2,500 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$2,500 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by General Reinsurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$2,500 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by General Reinsurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention and limits of \$900,000 with Am Trust/WESCO. Excess workers' compensation with statutory limits is underwritten by Safety National Insurance Company.

The District shall be named as an additional insured on all policies of ASEC. Evidence of the above insurance coverage shall be provided to the District any time upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of ASEC. ASEC shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

## ADMINISTRATIVE SERVICES

**Governing Law:** *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(b).*

ASEC provides its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, either through its own staff or through an appropriate qualified third-party contractor.

## FACILITIES

***Governing Law:*** *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(b).*

As ASEC is a non-classroom based/independent study charter school, it is understood that ASEC shall serve students throughout San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, ASEC shall utilize resource centers within the meaning of Education Code Section 47605.1(c).

Following is a list of ASEC's resource center locations:

- El Cajon Resource Center  
111 Fletcher Parkway  
El Cajon, CA 92020
- Paradise Valley Resource Center  
123 Worthington St. Suite 104  
Spring Valley, CA 91977
- La Mesa Resource Center  
5975 Severin Drive  
La Mesa, CA 91942

ASEC affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in ASEC's nonclassroom-based independent study program, and (2) ASEC shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Diego County.

The following location is designated for ASEC administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)  
10170 Huennekens Street  
San Diego, CA 92121

ASEC will use the following locations only for administrative purposes and staff professional development:

- Old Town Office  
2243 San Diego Avenue, Suite 115  
San Diego, CA 92110
- Bonita Training  
Center 3252 Bonita

Road Chula Vista, CA  
91910

ASEC will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the District.

## **TRANSPORTATION**

ASEC shall not provide transportation to and from school, except as required by law.

## **ATTENDANCE ACCOUNTING**

ASEC shall implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

## **OVERSIGHT**

Pursuant to Education Code Section 47604.32, the District is required to provide oversight including the following:

- (a) Identify at least one staff member as a contact person for the charter school.
- (b) Visit each charter school at least annually.
- (c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
- (d) Monitor the fiscal condition of each charter school under its authority.
- (e) Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (1) a renewal of the charter is granted or denied; (2) the charter is revoked; (3) the charter school will cease operation for any reason.
- (f) The cost of performing the duties required by this section shall be funded with supervisory oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of ASEC not to exceed one (1) percent of the revenue of ASEC. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

## **POTENTIAL CIVIL LIABILITY EFFECTS**

**Governing Law:** *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(b).*

ASEC shall be operated by Altus Schools Southern California (“Altus Schools”), a California non-profit

public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, ASEC and the District shall enter into a memorandum of understanding, wherein ASEC shall indemnify the District for the actions of ASEC under this charter.

The corporate bylaws of Altus Schools shall provide for indemnification of the Board, officers, agents, and employees, and Altus Schools shall maintain general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

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

The Altus Schools School Board of Directors shall implement appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## Conclusion

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By approving this charter for the establishment of ASEC, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. ASEC is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, ASEC pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter term from July 1, 2024 through June 30, 2029 in accordance with Education Code Section 47605 and its implementing regulations.

**2023 AUDEO CORPORATION PARTNERS AND COLLABORATORS**

<b>PARTNER</b>	<b>SERVICES</b>	<b>SCHOOLS SERVED</b>
<b>Social Advocates for Youth (SAY)</b>	<ul style="list-style-type: none"> <li>• Community Assessment Team (CAT)</li> <li>• Teen Pregnancy and Prevention</li> <li>• Wellness Center</li> <li>• Mental Health Services</li> <li>• Economic Empowerment Program</li> <li>• Fentanyl Awareness</li> <li>• Alcohol, Tobacco, and Other Drug Prevention Program</li> </ul>	GSS
<b>San Diego Youth Services (SDYS)</b>	<ul style="list-style-type: none"> <li>• Community Assessment Team (CAT)</li> <li>• Child Sex Trafficking Awareness and Recovery</li> <li>• Foster Care</li> <li>• Homeless Housing and Support</li> <li>• Suicide Prevention and Intervention</li> <li>• Anti-Bullying Awareness and Support</li> <li>• Mental Health</li> <li>• Teen Pregnancy and Intervention</li> <li>• LGBTQ+ Services</li> <li>• Safe Family Services</li> <li>• Workforce Development</li> </ul>	GSS
<b>McAlister Institute</b>	<ul style="list-style-type: none"> <li>• Substance Abuse Treatment and Education</li> </ul>	Audeo, Audeo II, Audeo III, GSS, SSS
<b>North County Lifeline</b>	<ul style="list-style-type: none"> <li>• Youth Development</li> <li>• Child Abuse and Domestic Violence Prevention &amp; Intervention</li> <li>• Behavioral Health</li> <li>• Human Trafficking Prevention &amp; Intervent</li> </ul>	Audeo II, Audeo III

<b>South Bay Community Services (SBCS)</b>	<ul style="list-style-type: none"> <li>• Child Well-Being</li> <li>• Foster Youth</li> <li>• Teen Pregnancy Prevention</li> <li>• Homeless Outreach</li> <li>• Mental Health</li> <li>• LGBTQ Drop-In Center</li> <li>• Suicide Prevention &amp; Intervention</li> <li>• Family Violence &amp; Support Services</li> <li>• Domestic Violence Response Team</li> <li>• Food Assistance &amp; Distribution</li> </ul>	SSS
<b>San Diego Food Bank</b>	<ul style="list-style-type: none"> <li>• Food Assistance &amp; Distribution Locations</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>Feeding America</b>	<ul style="list-style-type: none"> <li>• Food Assistance &amp; Distribution Locations</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>A Bridge for Kids</b>	<ul style="list-style-type: none"> <li>• Mentorship Opportunities</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>City of San Diego Work Readiness Program</b>	<ul style="list-style-type: none"> <li>• Job Readiness Training</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>San Diego Workforce Partnership</b>	<ul style="list-style-type: none"> <li>• Job Readiness Training</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>San Diego Metro Career Center</b>	<ul style="list-style-type: none"> <li>• Job Readiness Training</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>San Diego Medical Society</b>	<ul style="list-style-type: none"> <li>• Health Education Presentations</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>Vista Hill</b>	<ul style="list-style-type: none"> <li>• Bridges Early Intervention for Teens</li> <li>• Support for Adolescents &amp; Families in Recovery (SAFIR)</li> <li>• Substance Abuse Services</li> <li>• Mental Health</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>San Diego Nice Guys</b>	<ul style="list-style-type: none"> <li>• Scholarships – Test Fees, Transportation, Technology, and College Textbooks</li> </ul>	Audeo II, Audeo III, GSS, SSS



<b>Oasis Clubhouse</b>	<ul style="list-style-type: none"> <li>• Mental Health Services</li> <li>• Life Skills Training</li> <li>• Job Skills &amp; Development</li> <li>• Peer Mentoring</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>147 Combat Communications Squadron</b>	<ul style="list-style-type: none"> <li>• Support California Cadet Corps Squadron</li> <li>• Career Exploration</li> <li>• Career Week Presentations</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>San Diego Museum of Contemporary Art</b>	<ul style="list-style-type: none"> <li>• Art Exploration &amp; Exhibitions</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>Coastline Community College</b>	<ul style="list-style-type: none"> <li>• Dual Enrollment Program for Students</li> </ul>	Audeo II, Audeo III, GSS, Mirus, SSS
<b>Mira Costa</b>	<ul style="list-style-type: none"> <li>• Dual Enrollment Program for Students</li> </ul>	Audeo II
<b>Alliant University</b>	<ul style="list-style-type: none"> <li>• Staff tuition reduction</li> <li>• Intern Program for Practicum Students, Student Teachers, School Psych and Counseling</li> </ul>	Audeo II, Audeo III, GSS, Mirus, SSS
<b>National University</b>	<ul style="list-style-type: none"> <li>• Staff tuition reduction</li> <li>• Intern Program for Practicum Students, Student Teachers, School Psych and Counseling</li> </ul>	Audeo II, Audeo III, GSS, Mirus, SSS
<b>Pt. Loma Nazarene (PLNU)</b>	<ul style="list-style-type: none"> <li>• Student Teaching/Clinical Practice for Staff</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>Promises 2 Kids</b>	<ul style="list-style-type: none"> <li>• Foster Youth Support Services</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>Connect2Careers</b>	<ul style="list-style-type: none"> <li>• Technology</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>Family Health Centers of San Diego</b>	<ul style="list-style-type: none"> <li>• Mental Health Services</li> </ul>	Audeo, Audeo II, Audeo III, GSS, SSS
<b>SDCOE Parent Support</b>	<ul style="list-style-type: none"> <li>• Parent and Family Engagement</li> </ul>	Audeo II, Audeo III, GSS, SSS
<b>SDSU</b>	<ul style="list-style-type: none"> <li>• Tutoring</li> </ul>	Audeo II, Audeo III, GSS, SSS

UCSD	<ul style="list-style-type: none"> <li>Tutoring</li> </ul>	Audeo II, Audeo III, GSS, SSS
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FINANCE & OPERATIONS PARTNERS/VENDORS	SERVICES	SCHOOLS SERVED
SDCOE Fringe Benefits Consortium	Health & Wellness Benefits	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Specialized Therapy Services	Special Ed Services	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Davis & Adams	Construction & Maintenance	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Datel Systems Incorporated	Technology Services	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Young, Minney & Corr	Legal	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Pacific Building Maintenance	Custodial	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
School Pathways	Student Information System	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Ed Ladder	Tutoring	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Edgenuity	On-Line Instruction Platform	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Konica Minolta Business Solutions USA Inc.	Digitalization Project	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Xerox Financial Services	All Xerox Lease Payments	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
SDG&E	Utilities	Audeo II, Audeo III, GSS, SSS, Audeo Valley
Brown Marketing Strategies	Marketing	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
T-Mobile	Student Hot Spots	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
ADT Commercial	Security	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
FMT Consultants, LLC	Technology Services	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Sacramento Advocates, Inc.	Advocacy	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
DocuSign Inc	E-Signature Platform	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
T-Mobile/Sprint Solutions	Student Hotspot	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Cengage Learning, Inc.	Textbooks	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Clear Channel Outdoor	Marketing	Audeo II, Audeo III, GSS, SSS, Audeo Valley
Vernier Software & Technology LLC	Science Technology	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
Wilkinson, Hadley King & Co, LLP	Audit Services	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley

<b>Cox Business</b>	Internet	Audeo II, Audeo III, GSS, Mirus, SSS, Mirus, Audeo Valley
<b>Oracle America, Inc.</b>	NetSuite	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>Transfer VR</b>	Virtual Learning	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>Local Media of San Diego, LLC</b>	Marketing	Audeo II, Audeo III, GSS, SSS, Audeo Valley
<b>Amazon Capital Services</b>	Miscellaneous	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>Infinity</b>	E-Rate Consultant	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>BKM</b>	Furniture and Fixtures	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>Delawie</b>	Interior Design and Architecture	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>MPA</b>	Architecture Support	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>Syracuse RTC</b>	Special Ed – Level 3 NPS	Audeo II, Audeo III, GSS, SSS, Audeo Valley
<b>Bazi Investment</b>	Lease – Moreno Valley	Audeo Valley
<b>MC Stoneridge, LLC</b>	Lease	Audeo II, Audeo III, GSS, SSS, Audeo Valley
<b>Nickie Investments, Inc.</b>	Lease - Somerset	SSS
<b>Plaza Bonita, LP</b>	Lease -	SSS
<b>Pref Heritage, LLC</b>	Lease - Sweetwater	SSS
<b>San Diego City Schools Risk Management JPA</b>	Insurance	Audeo II, Audeo III, GSS, Mirus, SSS, Audeo Valley
<b>La Mesa Village Station Trust</b>	Lease -	GSS
<b>CSDMT Family Ltd. Partnership</b>	Lease- Paradis Valley	GSS
<b>Star West Pkwy Mall LP</b>	Lease – El Cajon Cajon	GSS
<b>Plaza Paseo Real Estate Assn LLC</b>	Lease - So. Carlsbad II	Audeo II
<b>VOC Realty Investment Corp</b>	Lease – No. Carlsbad II	Audeo II
<b>North County Fair LLP</b>	Lease - Escondido	Audeo III
<b>WEA Palm Desert LLC</b>	Lease – Palm Desert	Mirus
<b>The Business Cleaning Company</b>	Custodial	Mirus
<b>EG &amp; T Commercial Real Estate</b>	Lease - Topaz	Mirus
<b>16967 Main Hesperia, LLC</b>	Lease - Main	Mirus
<b>Schools First Credit Union</b>	Financial Education	Mirus

<b>Family Assistance.Org</b>	Health and Human Services	Mirus
<b>Victor Valley Transit</b>	Bus Passes	Mirus
<b>FAM</b>	Student Drop-In Center	Mirus
<b>Feeding Riverside</b>	Food Resources	Mirus
<b>IEHP</b>	Low-cost Insurance Self-Improvement Financial Education Career Day Speakers Social/Emotional Services	

rev: 6/8/23



**Participation Report: All Students**  
**Month 8: 01/09/2023 to 02/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>280</b>	<b>246</b>	<b>75.8%</b>	<b>69.3%</b>	<b>91.7%</b>	<b>91.9%</b>
<b>Totals January/February 2023</b>	<b>320</b>	<b>206</b>	<b>54.9%</b>	<b>60.8%</b>	<b>89.6%</b>	<b>90.7%</b>
<b>Difference</b>	<b>-40</b>	<b>40</b>	<b>20.9%</b>	<b>8.5%</b>	<b>2.1%</b>	<b>1.2%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

**All Students**

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	36	78.1%	66.4%	96.9%	93.5%
SD	NC	NC2		40	30	65.7%	63.6%	95.4%	89.0%
SD	NC	NC3		40	38	85.7%	78.9%	94.9%	94.4%
SD	NC	NC4		40	35	78.3%	70.8%	89.5%	93.3%
SD	SC	SC1		40	33	65.1%	69.5%	85.7%	87.9%
SD	SC	SC2		40	35	74.6%	70.5%	93.6%	93.7%
SD	VT	VT2		40	39	83.3%	68.6%	86.6%	89.9%



**Participation Report: All Students  
Month 9: 02/06/2023 to 03/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>280</b>	<b>256</b>	<b>80.9%</b>	<b>70.5%</b>	<b>91.7%</b>	<b>91.8%</b>
<b>Totals February/March 2023</b>	<b>320</b>	<b>208</b>	<b>57.4%</b>	<b>60.4%</b>	<b>89.9%</b>	<b>90.7%</b>
<b>Difference</b>	<b>-40</b>	<b>48</b>	<b>23.5%</b>	<b>10.1%</b>	<b>1.8%</b>	<b>1.1%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

**All Students**

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	38	83.5%	68.4%	93.0%	93.4%
SD	NC	NC2		40	34	75.6%	65.0%	94.0%	89.7%
SD	NC	NC3		40	38	90.7%	80.3%	96.9%	94.7%
SD	NC	NC4		40	36	77.9%	71.6%	91.1%	93.0%
SD	SC	SC1		40	34	72.8%	69.9%	88.2%	88.0%
SD	SC	SC2		40	37	83.9%	72.1%	93.8%	93.7%
SD	VT	VT2		40	39	81.7%	70.1%	85.3%	89.2%



**Participation Report: All Students  
Month 10: 03/06/2023 to 03/31/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>280</b>	<b>256</b>	<b>81.4%</b>	<b>71.5%</b>	<b>90.9%</b>	<b>91.7%</b>
<b>Totals March/April 2023</b>	<b>320</b>	<b>209</b>	<b>58.0%</b>	<b>60.2%</b>	<b>90.9%</b>	<b>90.7%</b>
<b>Difference</b>	<b>-40</b>	<b>47</b>	<b>23.4%</b>	<b>11.3%</b>	<b>0.0%</b>	<b>1.0%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

**All Students**

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	34	80.0%	69.5%	96.0%	93.7%
SD	NC	NC2		40	34	74.8%	65.9%	89.4%	89.6%
SD	NC	NC3		40	40	93.5%	81.5%	94.9%	94.7%
SD	NC	NC4		40	34	73.3%	71.8%	86.3%	92.4%
SD	SC	SC1		40	37	79.3%	70.8%	89.6%	88.1%
SD	SC	SC2		40	39	85.2%	73.2%	89.2%	93.2%
SD	VT	VT2		40	38	83.8%	71.3%	90.5%	89.4%





**Participation Report: All Students  
Month 11: 04/03/2023 to 04/28/2023**

POC: Participation on Capacity

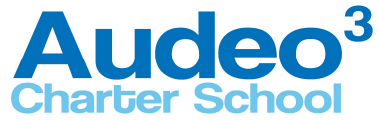
POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>280</b>	<b>273</b>	<b>85.6%</b>	<b>72.9%</b>	<b>89.4%</b>	<b>91.6%</b>
<b>Totals April/May 2023</b>	<b>320</b>	<b>206</b>	<b>57.5%</b>	<b>59.9%</b>	<b>93.7%</b>	<b>91.0%</b>
<b>Difference</b>	<b>-40</b>	<b>67</b>	<b>28.1%</b>	<b>13.0%</b>	<b>-4.3%</b>	<b>0.6%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

**All Students**

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	38	82.4%	70.9%	93.8%	93.7%
SD	NC	NC2		40	38	82.5%	67.6%	89.1%	89.6%
SD	NC	NC3		40	40	92.5%	82.7%	94.1%	94.7%
SD	NC	NC4		40	38	77.4%	72.4%	85.3%	91.7%
SD	SC	SC1		40	39	83.1%	72.1%	79.1%	87.7%
SD	SC	SC2		40	40	92.4%	75.3%	97.3%	93.4%
SD	VT	VT2		40	40	88.8%	73.2%	86.0%	89.1%



**Participation Report: All Students**  
**Month 8: 01/09/2023 - 02/03/2023**

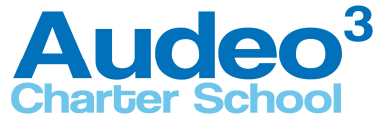
POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>120</b>	<b>127</b>	<b>88.6%</b>	<b>69.4%</b>	<b>88.4%</b>	<b>90.3%</b>
<b>Totals January/February 2023</b>	<b>160</b>	<b>118</b>	<b>64.3%</b>	<b>68.8%</b>	<b>91.5%</b>	<b>89.5%</b>
<b>Difference</b>	<b>-40</b>	<b>9</b>	<b>24.2%</b>	<b>0.6%</b>	<b>-3.1%</b>	<b>0.9%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	ES	ES1		40	42	87.8%	74.8%	86.7%	86.5%
SD	ES	ES2		40	42	84.9%	63.7%	87.8%	91.9%
SD	ES	ES3		40	43	93.1%	74.2%	90.5%	93.4%



**Participation Report: All Students**  
**Month 9: 02/06/2023 - 03/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>120</b>	<b>137</b>	<b>99.8%</b>	<b>72.2%</b>	<b>89.7%</b>	<b>90.2%</b>
<b>Totals February/March 2023</b>	<b>160</b>	<b>117</b>	<b>65.5%</b>	<b>68.4%</b>	<b>92.0%</b>	<b>89.8%</b>
<b>Difference</b>	<b>-40</b>	<b>20</b>	<b>34.3%</b>	<b>3.9%</b>	<b>-2.3%</b>	<b>0.5%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	ES	ES1		40	43	89.7%	76.5%	84.2%	86.2%
SD	ES	ES2		40	45	96.7%	67.6%	90.7%	91.7%
SD	ES	ES3		40	49	112.9%	78.8%	93.6%	93.4%



**Participation Report: All Students**  
**Month 10: 03/06/2023 - 03/31/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>160</b>	<b>136</b>	<b>76.0%</b>	<b>77.8%</b>	<b>89.5%</b>	<b>90.2%</b>
<b>Totals March/April 2023</b>	<b>160</b>	<b>120</b>	<b>66.7%</b>	<b>68.2%</b>	<b>91.8%</b>	<b>90.0%</b>
<b>Difference</b>	<b>0</b>	<b>16</b>	<b>9.4%</b>	<b>9.6%</b>	<b>-2.3%</b>	<b>0.2%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	ES	ES1		40	39	86.3%	77.4%	88.7%	86.4%
SD	ES	ES2		40	35	83.0%	69.0%	94.9%	92.0%
SD	ES	ES3		40	41	89.8%	79.8%	87.6%	92.8%
SD	ES	ES4		40	21	45.0%	57.7%	85.7%	89.5%



**Participation Report: All Students**  
**Month 11: 04/03/2023 - 04/28/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>160</b>	<b>145</b>	<b>75.9%</b>	<b>77.7%</b>	<b>88.1%</b>	<b>89.9%</b>
<b>Totals April/May 2023</b>	<b>160</b>	<b>119</b>	<b>66.0%</b>	<b>68.0%</b>	<b>90.0%</b>	<b>90.0%</b>
<b>Difference</b>	<b>0</b>	<b>26</b>	<b>9.9%</b>	<b>9.7%</b>	<b>-1.9%</b>	<b>-0.1%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	ES	ES1		40	40	84.1%	78.1%	85.5%	86.3%
SD	ES	ES2		40	36	79.4%	70.1%	91.0%	91.9%
SD	ES	ES3		40	40	89.4%	80.8%	89.4%	92.4%
SD	ES	ES4		40	29	50.8%	56.8%	86.0%	89.0%



## Participation Report: All Students Month 8: 01/09/2023 to 02/03/2023

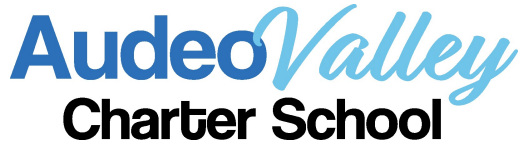
POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	240	255	93.3%	88.7%	91.6%	92.7%
<b>Totals January/February 2023</b>	260	253	88.6%	104.1%	93.9%	93.5%
<b>Variance:</b>	-20	2	4.7%	-15.4%	-2.3%	-0.8%

\*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
RV	MR	MR1		40	43	102.6%	97.7%	97.1%	96.8%
RV	MR	MR2		40	43	91.1%	88.3%	91.7%	91.1%
RV	MR	MR3		40	43	94.4%	88.9%	90.7%	93.6%
RV	MR	MR5		40	42	89.7%	90.6%	90.6%	94.1%
RV	MR	MR6		40	42	88.6%	81.3%	87.4%	90.1%
RV	MR	MR7		40	42	93.3%	88.2%	91.7%	91.1%



**Participation Report: All Students  
Month 9: 02/06/2023 to 03/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	240	253	96.6%	89.6%	92.2%	92.7%
<b>Totals February/March 2023</b>	260	265	93.3%	102.7%	94.6%	93.7%
<b>Variance:</b>	-20	-12	3.2%	-13.1%	-2.4%	-1.0%

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
RV	MR	MR1		40	42	101.1%	98.1%	96.7%	96.8%
RV	MR	MR2		40	42	97.4%	89.3%	92.8%	91.3%
RV	MR	MR3		40	44	97.6%	89.9%	89.0%	93.0%
RV	MR	MR5		40	41	93.5%	91.0%	91.8%	93.8%
RV	MR	MR6		40	39	86.5%	81.9%	88.7%	89.9%
RV	MR	MR7		40	45	103.3%	90.0%	94.1%	91.5%





## Participation Report: All Students Month 10: 03/06/2023 to 03/31/2023

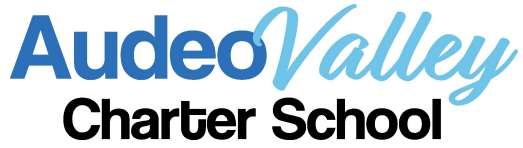
POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>240</b>	<b>259</b>	<b>96.8%</b>	<b>90.3%</b>	<b>90.9%</b>	<b>92.5%</b>
<b>Totals March/April 2023</b>	<b>280</b>	<b>273</b>	<b>88.7%</b>	<b>101.1%</b>	<b>92.8%</b>	<b>93.6%</b>
<b>Variance:</b>	<b>-40</b>	<b>-14</b>	<b>8.1%</b>	<b>-10.9%</b>	<b>-1.8%</b>	<b>-1.1%</b>

\*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
RV	MR	MR1		40	45	106.7%	98.9%	97.9%	96.9%
RV	MR	MR2		40	44	97.0%	90.0%	90.9%	91.3%
RV	MR	MR3		40	43	97.3%	90.6%	90.5%	92.7%
RV	MR	MR5		40	41	90.2%	90.9%	89.1%	93.4%
RV	MR	MR6		40	42	90.8%	82.7%	87.2%	89.7%
RV	MR	MR7		40	44	98.7%	90.7%	89.7%	91.3%



**Participation Report: All Students  
Month 11: 04/03/2023 to 04/28/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>240</b>	<b>262</b>	<b>99.1%</b>	<b>91.2%</b>	<b>92.7%</b>	<b>92.5%</b>
<b>Totals April/May 2023</b>	<b>280</b>	<b>281</b>	<b>90.8%</b>	<b>100.1%</b>	<b>92.6%</b>	<b>93.4%</b>
<b>Variance:</b>	<b>-40</b>	<b>-19</b>	<b>8.4%</b>	<b>-8.9%</b>	<b>0.1%</b>	<b>-0.9%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
RV	MR	MR1		40	46	106.9%	99.7%	95.1%	96.7%
RV	MR	MR2		40	46	101.6%	91.3%	93.7%	91.5%
RV	MR	MR3		40	43	96.6%	91.2%	89.9%	92.4%
RV	MR	MR5		40	39	90.5%	90.8%	93.4%	93.4%
RV	MR	MR6		40	44	98.0%	84.4%	92.0%	90.0%
RV	MR	MR7		40	44	101.3%	91.9%	92.0%	91.4%



**Participation Report: All Students**  
**Month 8: 01/09/2023 to 02/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>291</b>	<b>78.2%</b>	<b>73.9%</b>	<b>88.5%</b>	<b>88.0%</b>
<b>Totals January/February 2022</b>	<b>360</b>	<b>326</b>	<b>79.4%</b>	<b>73.2%</b>	<b>89.4%</b>	<b>89.5%</b>
<b>Difference</b>	<b>-40</b>	<b>-35</b>	<b>-1.2%</b>	<b>0.7%</b>	<b>-0.9%</b>	<b>-1.5%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	EC	EC1		40	36	75.8%	72.6%	84.3%	85.7%
SD	EC	EC2		40	37	81.7%	71.1%	90.0%	88.6%
SD	EC	EC3		40	36	76.1%	78.5%	84.6%	86.3%
SD	EC	EC4		40	35	72.8%	72.3%	85.5%	85.7%
SD	LM	LM1		40	37	75.8%	71.4%	91.0%	88.4%
SD	LM	LM2		40	35	76.5%	70.2%	90.3%	87.7%
SD	PV	PV1		40	40	85.7%	83.2%	87.3%	89.1%
SD	PV	PV2		40	35	81.3%	72.2%	95.6%	93.1%



**Participation Report: All Students**  
**Month 9: 02/06/2023 to 03/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>302</b>	<b>82.4%</b>	<b>74.9%</b>	<b>89.5%</b>	<b>88.2%</b>
<b>Totals February/March 2022</b>	<b>360</b>	<b>337</b>	<b>80.9%</b>	<b>74.1%</b>	<b>89.4%</b>	<b>89.5%</b>
<b>Difference</b>	<b>-40</b>	<b>-35</b>	<b>1.6%</b>	<b>0.9%</b>	<b>0.1%</b>	<b>-1.3%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	EC	EC1		40	37	79.2%	73.4%	86.2%	85.8%
SD	EC	EC2		40	38	83.6%	72.6%	91.2%	89.0%
SD	EC	EC3		40	38	78.8%	78.5%	85.4%	86.2%
SD	EC	EC4		40	36	79.2%	73.1%	90.9%	86.3%
SD	LM	LM1		40	36	80.4%	72.5%	92.2%	88.9%
SD	LM	LM2		40	36	80.6%	71.4%	89.9%	88.0%
SD	PV	PV1		40	40	87.5%	83.7%	87.5%	88.9%
SD	PV	PV2		40	41	90.4%	74.3%	93.0%	93.1%



**Participation Report: All Students**  
**Month 10: 03/06/2023 to 03/31/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>307</b>	<b>83.9%</b>	<b>75.7%</b>	<b>88.3%</b>	<b>88.2%</b>
<b>Totals March/April 2022</b>	<b>360</b>	<b>345</b>	<b>84.7%</b>	<b>75.0%</b>	<b>89.7%</b>	<b>89.5%</b>
<b>Difference</b>	<b>-40</b>	<b>-38</b>	<b>-0.8%</b>	<b>0.7%</b>	<b>-1.4%</b>	<b>-1.3%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	EC	EC1		40	39	82.7%	74.2%	85.2%	85.7%
SD	EC	EC2		40	37	86.3%	73.8%	93.3%	89.4%
SD	EC	EC3		40	38	78.2%	78.5%	84.1%	86.0%
SD	EC	EC4		40	37	83.2%	74.0%	90.7%	86.8%
SD	LM	LM1		40	37	78.7%	73.0%	87.4%	88.8%
SD	LM	LM2		40	36	81.7%	72.4%	90.7%	88.2%
SD	PV	PV1		40	42	87.3%	84.1%	84.1%	88.5%
SD	PV	PV2		40	41	93.0%	76.0%	91.6%	93.0%



**Participation Report: All Students**  
**Month 11: 04/03/2023 to 04/28/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>325</b>	<b>85.5%</b>	<b>76.8%</b>	<b>87.3%</b>	<b>88.1%</b>
<b>Totals April/May 2022</b>	<b>320</b>	<b>329</b>	<b>88.0%</b>	<b>76.1%</b>	<b>88.2%</b>	<b>89.4%</b>
<b>Difference</b>	<b>0</b>	<b>-4</b>	<b>-2.6%</b>	<b>0.7%</b>	<b>-0.9%</b>	<b>-1.3%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	EC	EC1		40	41	82.5%	75.1%	84.0%	85.5%
SD	EC	EC2		40	38	81.0%	74.6%	89.9%	89.5%
SD	EC	EC3		40	40	84.5%	79.1%	86.2%	86.0%
SD	EC	EC4		40	38	84.0%	75.1%	88.4%	87.0%
SD	LM	LM1		40	39	84.9%	74.3%	91.9%	89.1%
SD	LM	LM2		40	40	79.3%	73.1%	85.2%	87.9%
SD	PV	PV1		40	44	92.3%	84.9%	84.4%	88.0%
SD	PV	PV2		40	45	95.4%	78.1%	88.7%	92.4%



**Participation Report: All Students  
Month 8: 01/09/2023 - 02/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>315</b>	<b>77.0%</b>	<b>96.2%</b>	<b>82.2%</b>	<b>85.4%</b>
<b>Totals January/February 2022</b>	<b>360</b>	<b>334</b>	<b>74.1%</b>	<b>81.9%</b>	<b>84.2%</b>	<b>85.9%</b>
<b>Difference</b>	<b>-40</b>	<b>-19</b>	<b>2.9%</b>	<b>14.4%</b>	<b>-2.0%</b>	<b>-0.4%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	41	77.0%	81.5%	84.7%	87.1%
SB	MS	MS2		40	39	83.6%	80.8%	89.0%	86.8%
RV	PD	PD1		40	43	83.8%	91.6%	79.9%	85.5%
RV	PD	PD2		40	42	75.5%	90.4%	77.2%	85.3%
RV	PD	PD3		40	40	83.8%	68.3%	87.2%	84.8%
SB	TZ	TZ1		40	30	53.4%	53.4%	71.2%	71.2%
SB	TZ	TZ3		40	39	79.3%	83.8%	85.7%	88.9%
SB	TZ	TZ4		40	41	79.8%	75.5%	81.4%	84.3%





**Participation Report: All Students**  
**Month 9: 02/06/2023 - 03/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>321</b>	<b>79.2%</b>	<b>93.6%</b>	<b>82.3%</b>	<b>85.0%</b>
<b>Totals February/March 2022</b>	<b>360</b>	<b>342</b>	<b>76.3%</b>	<b>81.2%</b>	<b>82.9%</b>	<b>85.5%</b>
<b>Difference</b>	<b>-40</b>	<b>-21</b>	<b>2.9%</b>	<b>12.4%</b>	<b>-0.6%</b>	<b>-0.5%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	42	88.2%	82.4%	88.0%	87.2%
SB	MS	MS2		40	42	81.0%	80.8%	84.4%	86.5%
RV	PD	PD1		40	45	80.1%	90.1%	76.3%	84.3%
RV	PD	PD2		40	41	81.0%	89.1%	79.8%	84.6%
RV	PD	PD3		40	43	88.2%	72.4%	84.3%	84.6%
SB	TZ	TZ1		40	32	54.7%	54.1%	71.5%	71.4%
SB	TZ	TZ3		40	38	77.9%	83.0%	86.3%	88.5%
SB	TZ	TZ4		40	38	82.2%	76.4%	86.5%	84.6%



**Participation Report: All Students  
Month 10: 03/06/2023 - 03/31/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>319</b>	<b>84.0%</b>	<b>92.9%</b>	<b>85.6%</b>	<b>85.1%</b>
<b>Totals March/April 2022</b>	<b>360</b>	<b>345</b>	<b>75.8%</b>	<b>91.3%</b>	<b>81.7%</b>	<b>85.3%</b>
<b>Difference</b>	<b>-40</b>	<b>-26</b>	<b>8.2%</b>	<b>1.6%</b>	<b>3.9%</b>	<b>-0.2%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	40	88.5%	82.8%	89.8%	87.4%
SB	MS	MS2		40	42	88.8%	81.4%	86.6%	86.5%
RV	PD	PD1		40	47	94.5%	90.4%	83.6%	84.2%
RV	PD	PD2		40	43	94.8%	89.5%	88.3%	84.9%
RV	PD	PD3		40	43	93.3%	74.6%	88.2%	85.1%
SB	TZ	TZ1		40	31	57.3%	54.9%	75.3%	72.3%
SB	TZ	TZ3		40	35	74.8%	82.4%	86.2%	88.4%
SB	TZ	TZ4		40	38	80.0%	76.6%	84.2%	84.5%



**Participation Report: All Students  
Month 11: 04/03/2023 - 04/28/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>320</b>	<b>339</b>	<b>87.1%</b>	<b>92.0%</b>	<b>86.0%</b>	<b>85.2%</b>
<b>Totals April/May 2022</b>	<b>360</b>	<b>362</b>	<b>81.3%</b>	<b>89.7%</b>	<b>84.5%</b>	<b>85.2%</b>
<b>Difference</b>	<b>-40</b>	<b>-23</b>	<b>5.8%</b>	<b>2.4%</b>	<b>1.5%</b>	<b>0.0%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	41	87.9%	83.4%	88.0%	87.5%
SB	MS	MS2		40	45	91.3%	82.6%	84.0%	86.1%
RV	PD	PD1		40	46	97.9%	91.3%	85.1%	84.4%
RV	PD	PD2		40	45	98.1%	90.5%	87.6%	85.2%
RV	PD	PD3		40	49	100.4%	79.1%	85.4%	85.2%
SB	TZ	TZ1		40	32	61.5%	57.0%	86.5%	76.7%
SB	TZ	TZ3		40	41	79.9%	82.1%	87.1%	88.2%
SB	TZ	TZ4		40	40	79.9%	77.0%	84.6%	84.6%



## Participation Report: All Students Month 8: 01/09/2023 to 02/03/2023

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>400</b>	<b>397</b>	<b>89.6%</b>	<b>93.3%</b>	<b>92.0%</b>	<b>91.9%</b>
<b>Totals January/February 2022</b>	<b>400</b>	<b>373</b>	<b>81.3%</b>	<b>79.7%</b>	<b>90.7%</b>	<b>90.6%</b>
<b>Difference</b>	<b>0</b>	<b>24</b>	<b>8.3%</b>	<b>13.6%</b>	<b>1.3%</b>	<b>1.3%</b>

\*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	38	82.8%	71.4%	90.6%	89.3%
SD	BT	BT2		10	6	54.4%	35.7%	90.7%	93.2%
SD	CV	CV1		40	41	96.5%	88.3%	94.3%	94.7%
SD	CV	CV2		40	36	85.3%	87.9%	98.6%	97.3%
SD	CV	CV3		40	39	87.5%	87.0%	90.8%	93.0%
SD	OR	OR1		40	41	92.8%	89.9%	92.0%	91.4%
SD	OR	OR2		40	40	83.6%	81.1%	85.3%	85.0%
SD	PLB	PLB1		40	41	97.6%	94.5%	96.6%	94.5%
SD	PLB	PLB2		40	41	93.8%	85.9%	92.5%	93.7%
SD	PLB	PLB3		40	40	92.2%	84.8%	93.7%	91.1%
SD	PLB	PLB4		30	34	94.1%	83.1%	85.5%	85.1%



**Participation Report: All Students  
Month 9: 02/06/2023 to 03/03/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>400</b>	<b>402</b>	<b>91.4%</b>	<b>93.1%</b>	<b>92.4%</b>	<b>91.9%</b>
<b>Totals February/March 2022</b>	<b>400</b>	<b>379</b>	<b>84.7%</b>	<b>80.3%</b>	<b>91.3%</b>	<b>90.7%</b>
<b>Difference</b>	<b>0</b>	<b>23</b>	<b>6.7%</b>	<b>12.8%</b>	<b>1.1%</b>	<b>1.2%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	40	89.7%	73.5%	91.4%	89.6%
SD	BT	BT2		10	6	56.1%	40.4%	93.5%	93.3%
SD	CV	CV1		40	41	95.0%	89.1%	93.7%	94.6%
SD	CV	CV2		40	37	86.8%	87.8%	96.5%	97.2%
SD	CV	CV3		40	40	92.6%	87.7%	94.5%	93.2%
SD	OR	OR1		40	41	95.0%	90.5%	95.0%	91.8%
SD	OR	OR2		40	42	89.0%	82.0%	86.0%	85.1%
SD	PLB	PLB1		40	42	92.9%	94.3%	90.3%	94.0%
SD	PLB	PLB2		40	42	96.7%	87.2%	93.0%	93.6%
SD	PLB	PLB3		40	38	91.3%	85.6%	97.3%	91.9%
SD	PLB	PLB4		30	33	94.4%	85.7%	85.9%	85.3%



## Participation Report: All Students Month 10: 03/06/2023 to 03/31/2023

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>440</b>	<b>439</b>	<b>89.8%</b>	<b>100.3%</b>	<b>92.8%</b>	<b>92.0%</b>
<b>Totals March/April 2022</b>	<b>400</b>	<b>395</b>	<b>88.3%</b>	<b>81.1%</b>	<b>91.3%</b>	<b>90.8%</b>
<b>Difference</b>	<b>40</b>	<b>44</b>	<b>1.5%</b>	<b>19.2%</b>	<b>1.5%</b>	<b>1.3%</b>

\*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	42	95.3%	75.5%	90.8%	89.7%
SD	BT	BT2		10	7	63.3%	44.0%	91.3%	92.8%
SD	CV	CV1		40	40	92.2%	89.4%	92.2%	94.4%
SD	CV	CV2		40	37	87.5%	87.8%	98.7%	97.3%
SD	CV	CV3		40	40	92.7%	88.1%	93.3%	93.2%
SD	OR	OR1		40	40	94.3%	90.9%	94.3%	92.0%
SD	OR	OR2		40	41	83.8%	82.2%	84.7%	85.1%
SD	PLB	PLB1		40	42	99.2%	94.7%	94.4%	94.0%
SD	PLB	PLB2		40	41	95.7%	88.0%	94.3%	93.7%
SD	PLB	PLB3		40	41	96.7%	86.6%	96.7%	92.3%
SD	PLB	PLB4		30	34	96.7%	87.4%	85.5%	85.3%
SD	VT	VT1		40	34	62.3%	62.3%	97.4%	97.4%



**Participation Report: All Students  
Month 11: 04/03/2023 to 04/28/2023**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>440</b>	<b>455</b>	<b>94.1%</b>	<b>99.7%</b>	<b>92.9%</b>	<b>92.1%</b>
<b>Totals April/May 2022</b>	<b>440</b>	<b>429</b>	<b>85.4%</b>	<b>88.9%</b>	<b>91.4%</b>	<b>90.8%</b>
<b>Difference</b>	<b>0</b>	<b>26</b>	<b>8.7%</b>	<b>10.8%</b>	<b>1.5%</b>	<b>1.3%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	BT	BT1		40	41	91.6%	77.2%	90.2%	89.8%
SD	BT	BT2		10	6	55.0%	46.0%	91.7%	92.6%
SD	CV	CV1		40	41	95.0%	90.0%	93.3%	94.2%
SD	CV	CV2		40	41	95.8%	88.6%	95.5%	97.1%
SD	CV	CV3		40	42	101.5%	89.6%	99.4%	93.9%
SD	OR	OR1		40	39	84.5%	90.2%	87.1%	91.5%
SD	OR	OR2		40	42	89.3%	82.9%	86.0%	85.2%
SD	PLB	PLB1		40	42	98.1%	95.1%	93.5%	93.9%
SD	PLB	PLB2		40	42	98.4%	89.1%	94.0%	93.7%
SD	PLB	PLB3		40	44	99.8%	88.0%	95.2%	92.7%
SD	PLB	PLB4		30	35	101.8%	89.9%	87.5%	85.8%
SD	VT	VT1		40	40	91.4%	78.9%	100.0%	99.1%



## Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL  
GROSSMONT SECONDARY SCHOOL ▪ MIRUS SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

*Gregg Haggart – Chairman*

*Laura Barreiro - Member, Chris Gordon - Member, Jim Herr – Member, Wayland Myers – Member, Cristina Stevens - Member*

### BOARD OF DIRECTORS MEETING

**Wednesday, March 1, 2023, 1:00 p.m.**

**Via Teleconference Conference at**

760 Armada Terrace, San Diego, CA 92106, 514 Via De La Valle, Suite 303, Solana Beach, CA 92075  
9655 Granite Ridge Road, Suite 100, San Diego, 92123, 4179 Middlesex Drive, San Diego, CA 92116,  
15548 Firerock Lane, Moreno Valley, CA 92555

and at

*North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950*

Access to the live video conference will be accessible prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

#### 1.0 OPEN SESSION

##### 1.1 Call to Order

Haggart called the meeting to order at 1:00 p.m.

##### 1.2 Roll Call

Members present at the meeting were Chris Gordon, Gregg Haggart, Jim Herr and Wayland Myers.

Absent: Laura Barreiro and Cristina Stevens

Also in attendance: Amanda Akle, Lynne Alipio, Mary Bixby, Veneeta Chan, Angela Neri, Tim Tuter.

##### 1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:  
Chris Gordon, Gregg Haggart, Jim Herr, and Wayland Myers.

It was moved by Myers and seconded by Herr to Approve the Establishment of Quorum.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

##### 1.4 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

### 1.5 Approval of Agenda

It was moved by Myers and seconded by Gordon to Approve the Agenda.  
Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

### 2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

#### 2.1 Non-agenda Public Comment

There were no comments from the public.

#### 2.2 Agenda Items Public Comment

There were no comments from the public.

### 3.0 CLOSED SESSION

The Closed Session convened at 1:11 p.m.

#### 3.1 Board Chairman Announcement Regarding Closed Session Items

#### 3.2 Public Comment on Closed Session Items

There were no comments from the public.

#### MOVE TO CLOSED SESSION

##### 3.2.1 Confidential Student Discipline Matter

##### 3.2.1.1 Consideration of Potential Expulsion Case No: 202301

##### 3.2.1.2 Consideration of Potential Expulsion Case No: 202302

### 4.0 RETURN TO OPEN SESSION

The Board returned to Open Session at 1:26 p.m.

#### 4.1 Report out of action taken in closed session, if any.

The Board Approved the Expulsions for Items 3.2.1.1 and 3.2.1.2 at Closed Session.

### 5.0 ADMINISTRATIVE ITEMS

#### 5.1 Acceptance of Resignation of Gregg Haggart effective March 2, 2023

It was moved by Myers and seconded by Herr to Accept the Resignation of Gregg Haggart effective March 2, 2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

#### 5.2 Approval of Wayland Myers as Chairman of the Board effective March 2, 2023

It was moved by Gordon and seconded by Herr to Approve Wayland Myers as Chairman of the Board effective March 2, 2023.

Ayes – 3, Nays – 0, Absent – 2, Abstain – 1, Motion Approved.

*Abstain-Myers*

#### 5.3 California Fair Political Practices Commission Statements of Economic Interests – Form 700 Annual Filing

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

The Board Members are reminded that the Form 700 must be filed by April 3, 2023.

#### **5.4 President's Report**

##### **5.4.1 Governing for Greatness Presentation by Corey Loomis, Director, Charter Schools Unit for Riverside County Office of Education**

The Board thanked Dr. Loomis for his presentation on Governing for Greatness.

##### **5.4.2 Parent Square Presentation by Elizabeth Short**

The Board thanked Elizabeth Short for her presentation on Parent Square, our school to home communication platform.

##### **5.4.3 Strategic Planning**

Bixby reported that the Team has been working since January, on taking on another look of the overarching goals in our Strategic Plan. We are very strong in our process for strategic planning. The annual initiatives that staff develops along with the Champion for each initiative, needs to be a direct connection to the overarching goals, so that we are sure that we are cascading throughout the organization in terms of what we are looking to accomplish on behalf of students. We are just flushing out those overarching goals just a little more and with more clarity. We have a system for overarching goals and initiatives which includes not only people and timelines but also resources identified for achieving our goals and initiatives over the short and long term. We had a two day Spring Retreat, which is the midpoint when we look at our goals which of course we are always reporting back to the Board on the achievement of those goals. The evaluation of the success or failure of the Leadership Team, the Senior leaders rests on the accomplishment of the initiatives for the year. The workforce as a whole goes back to their department, they consider how the initiatives are integrated with other departments to deliver the results in terms of the initiatives and then they break out individually with their supervisors so that every employee in our organization has a scorecard that reverts right back to initiative, which reverts right back to the overarching goals, which reverts back to our report back system and evaluation for the Board. I wanted to bring that in now as it is so closely aligned with the concepts that Dr. Loomis is sharing, it is a perfect melding.

Bixby noted that she has been working with the leadership team on Innovation which is very much part of our persona. There has been a real focus on innovation and the kinds of innovation we have been doing. There are four different categories:

- Incremental innovation which is improving within your organization.
- Adjacent innovation which taking for example, technology or programs, things that are working well for you that you expand out further.
- You have disruptive innovations which affect your sectors. Our schools particularly with their long history, have greatly impacted the charter movement, greatly impacted hybrid learning, greatly impacting the sector not only in California but nationally and we can document that impact.
- Radical Innovation which we have had over thirty years (our anchor School in 2024), and all of our Schools will be celebrating the fact there have been tremendous examples of innovation at the most radical level.

## 5.5 Strategic Plan Update

- 5.5.1 Audeo Charter School II
  - 5.5.1.1 School Participation Report for the period of 2022-2023  
Months 4-7: 9/19/2022 – 1/06/2023
- 5.5.2 Audeo Charter School III
  - 5.5.2.1 School Participation Report for the period of 2022-2023  
Months 4-7: 9/19/2022 – 1/06/2023
- 5.5.3 Audeo Valley Charter School
  - 5.5.3.1 School Participation Report for the period of 2022-2023  
Months 4-7: 9/19/2022 – 1/06/2023
- 5.5.4 Grossmont Secondary School
  - 5.5.4.1 School Participation Report for the period of 2022-2023  
Months 4-7: 9/19/2022 – 1/06/2023
- 5.5.5 Mirus Secondary School
  - 5.5.5.1 School Participation Report for the period of 2022-2023  
Months 4-7: 9/19/2022 – 1/06/2023
- 5.5.6 Sweetwater Secondary School
  - 5.5.6.1 School Participation Report for the period of 2022-2023  
Months 4-7: 9/19/2022 – 1/06/2023

Tuter reviewed the School Participation Report for all Schools.

## 6.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

### 6.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School for Each School

- 6.1.1 Approval of Meeting Minutes for December 7, 2022
- 6.1.2 Acceptance of the Audeo Charter School Incorporation Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2022
- 6.1.3 Acceptance of the Mirus Education School Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2022
- 6.1.4 Approval of Addendum 2023-01 to Annual Audit Contract between Audeo Charter School Corporation and Mirus Education
- 6.1.5 Approval of the Mirus Secondary School Western Association of Schools and Colleges (WASC) Self-Study Report 2022-2023
- 6.1.6 Approval of Uniform Complaint Policy and Procedures Policy 1500 Amendment
- 6.1.7 Approval of Access to Public Records Policy 1740 Amendment
- 6.1.8 Approval of Human Trafficking Policy 3172 Amendment
- 6.1.9 Approval of the COVID-19 Testing Framework for K-12 Schools for the 2022-2023 School Year
  - 6.1.9.1 Audeo Charter School II
  - 6.1.9.2 Audeo Charter School III
  - 6.1.9.3 Audeo Valley Charter School
  - 6.1.9.4 Grossmont Secondary School
  - 6.1.9.5 Mirus Secondary School
  - 6.1.9.6 Sweetwater Secondary School

It was moved by Myers and seconded by Herr to Approve the Consent Agenda Items 6.1.1 – 6.1.9.6  
Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

## 7.0 ACTION ITEMS

### 7.1 Action Items for Audeo Charter School II

#### 7.1.1 Approval of the Second Interim Report 2022-2023

It was moved by Myers and seconded by Gordon to Approve the Second Interim Report 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

#### 7.1.2 Review the February Revised Operational Budget Assumptions FY 2022-2023 and Approval of February Revised Operational Budget FY 2022-2023

The Board reviewed the February Revised Operational Budget Assumptions FY 2022-2023. It was moved by Myers and seconded by Herr to Approve the February Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

### 7.2 Action Items for Audeo Charter School III

#### 7.2.1 Approval of the Second Interim Report 2022-2023

It was moved by Myers and seconded by Herr to Approve the Second Interim Report 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

#### 7.2.2 Review the February Revised Operational Budget Assumptions FY 2022-2023 and Approval of February Revised Operational Budget FY 2022-2023

The Board reviewed the February Revised Operational Budget Assumptions FY 2022-2023. It was moved by Myers and seconded by Gordon to Approve the February Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

### 7.3 Action Items for Audeo Valley Charter School

#### 7.3.1 Approval of Local Control and Accountability Plan 2022-2023 Update

It was moved by Myers and seconded by Herr to Approve the Local Control and Accountability Plan 2022-2023 Update.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

#### 7.3.2 Approval of the Second Interim Report 2022-2023

It was moved by Myers and seconded by Gordon to Approve the Second Interim Report 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

#### 7.3.3 Review the February Revised Operational Budget Assumptions FY 2022-2023 and Approval of February Revised Operational Budget FY 2022-2023

The Board reviewed the February Revised Operational Budget Assumptions FY 2022-2023. It was moved by Myers and seconded by Herr to Approve the February Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

### 7.4 Action Items for Grossmont Secondary School

#### 7.4.1 Approval of the Second Interim Report 2022-2023

It was moved by Myers and seconded by Herr to Approve the Second Interim Report 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

#### 7.4.2 Review the February Revised Operational Budget Assumptions FY 2022-2023 and Approval of February Revised Operational Budget FY 2022-2023

The Board reviewed the February Revised Operational Budget Assumptions FY 2022-2023. It was moved by Myers and seconded by Herr to Approve the February Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

#### **7.5 Action Items for Mirus Secondary School**

##### **7.5.1 Approval of the Second Interim Report 2022-2023**

It was moved by Myers and seconded by Herr to Approve the Second Interim Report 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

##### **7.5.2 Review the February Revised Operational Budget Assumptions FY 2022-2023 and Approval of February Revised Operational Budget FY 2022-2023**

The Board reviewed the February Revised Operational Budget Assumptions FY 2022-2023. It was moved by Myers and seconded by Herr to Approve the February Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

#### **7.6 Action Items for Sweetwater Secondary School**

##### **7.6.1 Approval of the Second Interim Report 2022-2023**

It was moved by Myers and seconded by Herr to Approve the Second Interim Report 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

##### **7.6.2 Review the February Revised Operational Budget Assumptions FY 2022-2023 and Approval of February Revised Operational Budget FY 2022-2023**

The Board reviewed the February Revised Operational Budget Assumptions FY 2022-2023. It was moved by Myers and seconded by Herr to Approve the February Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved

### **8.0 BOARD COMMENTS AND ANNOUNCEMENTS**

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Bixby informed the Board that we will request a Special Board Meeting in April for Consideration of Approval of the Dashboard Alternative School Status (DASS) Reports for our Schools.

Graduation is on June 7, 2023, and we will have two ceremonies.

### **9.0 ADJOURNMENT**

It was moved by Myers and seconded by Herr to adjourn the meeting at 2:58 p.m.

Ayes – 4, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

# Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER SCHOOL  
GROSSMONT SECONDARY SCHOOL • MIRUS SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

Laura Barreiro - Member, Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

## SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Thursday, April 27, 2023, 9:30 a.m.

Via Teleconference Conference at

1850 Bel Air Terrace, Encinitas, CA 92024, 9655 Granite Ridge Road, Suite 100, San Diego, 92123,  
4179 Middlesex Drive, San Diego, CA 92116, 301 W 13<sup>th</sup> Street, Suite 100, Kansas City MO 64105  
and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference was available prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

### 1.0 OPEN SESSION

#### 1.1 Call to Order

Myers called the meeting to order at 9:30 a.m.

#### 1.2 Roll Call

Members present at the meeting were Chris Gordon, Jim Herr, Wayland Myers, and Cristina Stevens.

Absent: Laura Barreiro

Also in attendance: Lynne Alipio, Mary Bixby, Venecta Chan, Angela Neri, and Tim Tuter.

#### 1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:

Chris Gordon, Jim Herr, Wayland Myers, and Cristina Stevens.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

#### 1.4 Pledge of Allegiance

Myers led all in the Pledge of Allegiance.



## 1.5 Approval of Agenda

It was moved by Gordon and seconded by Herr to Approve the Agenda.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

## 2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

### 2.1 Non-agenda Public Comment

There were no comments from the public.

### 2.2 Agenda Items Public Comment

There were no comments from the public.

## 3.0 CLOSED SESSION

The Closed Session convened at 9:36 a.m.

### 3.1 Board Chairman Announcement Regarding Closed Session Items

### 3.2 Public Comment on Closed Session Items

There were no comments from the public.

### MOVE TO CLOSED SESSION

#### 3.2.1 Conference with Labor Negotiator

##### 3.2.1.1 Unrepresented Employee: Executive Director

## 4.0 RETURN TO OPEN SESSION

The Board returned to Open Session at 9:54 a.m.

### 4.1 Report out of action taken in closed session, if any.

No action was taken at Closed Session.

## 5.0 ADMINISTRATIVE ITEMS

### 5.1 Approval of 2022-2023 One-Time Augmentation Pay to Executive Director Equivalent to Four (4) Percent of the Annual Base Salary (All Other Terms of Current Employment Agreement Remain Unchanged)

It was moved by Gordon and seconded by Herr to Approve the 2022-2023 One-Time Augmentation Pay to Executive Director Equivalent to Four (4) Percent of the Annual Base Salary (All Other Terms of Current Employment Agreement Remain Unchanged)

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

### 5.2 Approval of 2022-2023 One-Time Augmentation Pay for All Current Monthly Salaried and Hourly Employees, Excluding the President/CEO, Chief Business Officer, and Executive Director. One-Time Augmentation Pay is equivalent to Four (4) Percent of the Annual Base Salary for Monthly Salaried Employees and Four (4) percent of the Annual Earnable Compensation for Current Hourly Employees

It was moved by Herr and seconded by Gordon to Approve 2022-2023 One-Time Augmentation Pay for All Current Monthly Salaried and Hourly Employees, Excluding the President/CEO, Chief Business Officer, and Executive Director. One-Time Augmentation Pay is equivalent to Four (4) Percent of the Annual Base Salary for Monthly Salaried Employees and Four (4) percent of the Annual Earnable Compensation for Current Hourly Employees.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**5.3 Approval of Resolution Approving Restated Amended Articles of Incorporation**

It was moved by Herr and seconded by Gordon to Approve the Resolution Approving Restated Amended Articles of Incorporation.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**5.4 Approval of Resolution Approving Amended Bylaws**

It was moved by Herr and seconded by Gordon to Approve the Resolution Approving Amended Bylaws.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.0 ACTION ITEMS****6.1 Action Items for Audeo Charter School II****6.1.1 Approval of the Dashboard Alternative School Status (DASS) Application**

It was moved by Herr and seconded by Gordon to Approve the Dashboard Alternative School Status (DASS) Application.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.1.2 Review the April Revised Operational Budget Assumptions FY 2022-2023 and Approval of the April Revised Operational Budget FY 2022-2023**

The Board Reviewed the April Revised Operational Budget Assumptions FY 2022 – 2023 and it was moved by Herr and seconded by Gordon to Approve the April Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.2 Action Items for Grossmont Secondary School****6.2.1 Approval of the Dashboard Alternative School Status (DASS) Application**

It was moved by Herr and seconded by Gordon to Approve the Dashboard Alternative School Status (DASS) Application.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.2.2 Review the April Revised Operational Budget Assumptions FY 2022-2023 and Approval of the April Revised Operational Budget FY 2022-2023**

The Board Reviewed the April Revised Operational Budget Assumptions FY 2022 – 2023 and it was moved by Herr and seconded by Gordon to Approve the April Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.3 Action Items for Mirus Secondary School****6.3.1 Approval of the Dashboard Alternative School Status (DASS) Application**

It was moved by Herr and seconded by Gordon to Approve the Dashboard Alternative School Status (DASS) Application.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.3.2 Review the April Revised Operational Budget Assumptions FY 2022-2023 and Approval of the April Revised Operational Budget FY 2022-2023**

The Board Reviewed the April Revised Operational Budget Assumptions FY 2022 – 2023 and it was moved by Herr and seconded by Gordon to Approve the April Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.4 Action Items for Sweetwater Secondary School****6.4.1 Approval of the Dashboard Alternative School Status (DASS) Application**

It was moved by Herr and seconded by Gordon to Approve the Dashboard Alternative School Status (DASS) Application.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

**6.4.2 Review the April Revised Operational Budget Assumptions FY 2022-2023 and Approval of the April Revised Operational Budget FY 2022-2023**

The Board Reviewed the April Revised Operational Budget Assumptions FY 2022 – 2023 and it was moved by Herr and seconded by Gordon to Approve the April Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

#### **6.5 Action Items for Audeo Charter School III**

##### **6.5.1 Review the April Revised Operational Budget Assumptions FY 2022-2023 and Approval of the April Revised Operational Budget FY 2022-2023**

The Board Reviewed the April Revised Operational Budget Assumptions FY 2022 – 2023 and it was moved by Herr and seconded by Gordon to Approve the April Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

#### **6.6 Action Items for Audeo Valley Charter School**

##### **6.6.1 Review the April Revised Operational Budget Assumptions FY 2022-2023 and Approval of the April Revised Operational Budget FY 2022-2023**

The Board Reviewed the April Revised Operational Budget Assumptions FY 2022 – 2023 and it was moved by Herr and seconded by Gordon to Approve the April Revised Operational Budget FY 2022-2023.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

### **7.0 BOARD COMMENTS AND ANNOUNCEMENTS**

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Gordon congratulated staff on the positive feedback at the Annual Visit by the State Board of Education Authorizer for Grossmont Secondary School and Sweetwater Secondary School.

### **8.0 ADJOURNMENT**

It was moved by Herr and seconded by Gordon to adjourn the meeting at 10:20 a.m.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

# Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER SCHOOL  
GROSSMONT SECONDARY SCHOOL • MIRUS SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

Laura Barreiro - Member, Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

## SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Thursday, May 18, 2023, 2023, 1:00 p.m.

Via Teleconference Conference at

1850 Bel Air Terrace, Encinitas, CA 92024,  
9655 Granite Ridge Road, Suite 100, San Diego, 92123, 4179 Middlesex Drive, San Diego, CA 92116,  
and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference was available prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

### 1.0 OPEN SESSION

#### 1.1 Call to Order

Myers called the meeting to order at 1:02 p.m.

#### 1.2 Roll Call

Members present at the meeting were Chris Gordon, Jim Herr, and Wayland Myers.

Absent: Laura Barreiro and Cristina Stevens.

Also in attendance: Lynne Alipio, Mary Bixby, Angela Neri, Tim Tuter, and General Counsel Paul Minney of Young, Minney, Corr, LLC.

#### 1.3 Establishment of Quorum

It was moved by Herr and seconded by Gordon that the following Directors, constituting a quorum of the Board, were present at the meeting: Chris Gordon, Jim Herr, and Wayland Myers.

Ayes – 3, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

#### 1.4 Pledge of Allegiance

Myers led all in the Pledge of Allegiance.

### **1.5 Approval of Agenda**

It was moved by Gordon and seconded by Herr to Approve the Agenda.

Ayes – 3, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

### **2.0 PUBLIC COMMENT**

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

#### **2.1 Non-agenda Public Comment**

There were no comments from the public.

#### **2.2 Agenda Items Public Comment**

There were no comments from the public.

### **3.0 CLOSED SESSION**

The Closed Session convened at 1:09 p.m.

#### **3.1 Board Chairman Announcement Regarding Closed Session Items**

#### **3.2 Public Comment on Closed Session Items**

There were no comments from the public.

#### **MOVE TO CLOSED SESSION**

##### **3.2.1 Conference with Labor Negotiator**

##### **3.2.1.1 Unrepresented Employee: Executive Director**

### **4.0 RETURN TO OPEN SESSION**

The Board returned to Open Session at 1:43 p.m.

#### **4.1 Report out of action taken in closed session, if any.**

No action was taken at Closed Session.

### **5.0 BOARD COMMENTS AND ANNOUNCEMENTS**

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Bixby reminded the Board Members that Graduation is on June 7, 2023.

### **6.0 ADJOURNMENT**

It was moved by Gordon and seconded by Herr to adjourn the meeting at 1:46 p.m.

Ayes – 3, Nays – 0, Absent – 2, Abstain – 0, Motion Approved.

**TRACK A**

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	0	1	20	Jul 4: Holiday
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	20	0	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	15	4	1	20	Nov 10: Holiday  <b>Total P1 Days 92</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	10	5	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	9	10	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	0	18	2	20	Feb 16 & 19: Holiday
P2 March / April	10	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	0	15	5	20	Apr 1-5: Spring Break  <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>53</b>	<b>32</b>	<b>260</b>	

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	0	20	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	5	13	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov 10: Holiday <b>Total P1 Days 44</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	15	0	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	19	0	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	18	0	2	20	Feb 16 & 19: Holiday
P2 March / April	10	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	15	0	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>34</b>	<b>31</b>	<b>240</b>	



PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL III  
MULTI-TRACK CALENDAR

2023-2024

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	0	1	20	Jul 4: Holiday
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	20	0	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	15	5	0	20	Oct 4: CBEDS Information Day
<b>P1</b> October / November	<b>5</b>	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	15	4	1	20	Nov 10: Holiday <b>Total P1 Days 87</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	10	5	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	9	10	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	5	13	2	20	Feb 16 & 19: Holiday
<b>P2</b> March / April	<b>10</b>	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	0	15	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>53</b>	<b>32</b>	<b>260</b>	

PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL III  
MULTI-TRACK CALENDAR

2023-2024

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	0	20	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	5	13	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
<b>P1</b> October / November	<b>5</b>	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov 10: Holiday <b>Total P1 Days 44</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	15	0	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	19	0	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	18	0	2	20	Feb 16 & 19: Holiday
<b>P2</b> March / April	<b>10</b>	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	15	0	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>34</b>	<b>31</b>	<b>240</b>	

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	0	1	20	Jul 4: Holiday
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	20	0	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov 10: Holiday  <b>Total P1 Days 96</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	10	5	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	4	4	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	9	10	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	0	18	2	20	Feb 16 & 19: Holiday
P2 March / April	10	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	0	15	5	20	Apr 1-5: Spring Break  <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>53</b>	<b>32</b>	<b>260</b>	

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	0	20	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	5	13	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov 10: Holiday <b>Total P1 Days 44</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	15	0	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	19	0	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	18	0	2	20	Feb 16 & 19: Holiday
P2 March / April	10	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	15	0	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>34</b>	<b>31</b>	<b>240</b>	

**TRACK A**

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1	3	4	5	6	7	19	0	1	20	Jul 4: Holiday
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August / September	3	17	18	19	20	21	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	24	25	26	27	28	19	1	0	20	Oct 4: CBEDS Information Day
P1 October / November	5	28	29	30	31	1	15	4	1	20	Nov 10: Holiday
November / December	6	6	7	8	9	10	10	5	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	13	14	15	16	17	4	4	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	18	19	20	21	22	14	5	1	20	Jan 15: Holiday
February / March	9	25	26	27	28	29	0	18	2	20	Feb 16 & 19: Holiday
P2 March / April	10	1	2	3	4	5	0	15	5	20	Apr 1-5: Spring Break
April / May	11	8	9	10	11	12	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	15	16	17	18	19	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	22	23	24	25	26	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD

Total Instructional Days: **175**   **53**   **32**   **260**

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	0	20	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	5	13	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
<b>P1</b> October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov 10: Holiday <b>Total P1 Days 44</b>
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December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	19	0	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	18	0	2	20	Feb 16 & 19: Holiday
<b>P2</b> March / April	10	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	15	0	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>34</b>	<b>31</b>	<b>240</b>	

PUPIL CALENDAR FOR MIRUS SECONDARY SCHOOL  
MULTI-TRACK CALENDAR

2023-2024

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	18	0	2	20	Jul 3: Teacher NWD Jul 4: Holiday
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	17	0	3	20	Aug 11, 18, 25: Teacher NWD
August / September	3	28 11 18	29 12 19	30 13 20	31 14 21	1 15 22	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
<b>P1</b> October / November	<b>5</b>	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	18	0	2	20	Nov 10: Holiday Nov 17: Teacher NWD <b>Total P1 Days 91</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	12	0	8	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays Dec 1, 8, 15: Teacher NWD
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	4	4	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	12		8	20	Jan 15: Holiday Jan 19 & 26: Teacher NWD Feb 5 - 9: Teacher NWD
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	0	18	2	20	Feb 16 & 19: Holiday
<b>P2</b> March / April	<b>10</b>	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	0	10	10	20	Mar 25-29: Teacher NWD Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>33</b>	<b>52</b>	<b>260</b>	



PUPIL CALENDAR FOR MIRUS SECONDARY SCHOOL  
MULTI-TRACK CALENDAR

2023-2024

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	3	14	3	20	Aug 11, 18, 25: Teacher NWD
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
<b>P1</b> October / November	<b>5</b>	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	18	0	2	20	Nov 10: Holiday Nov 17: Teacher NWD <b>Total P1 Days 59</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	12	0	8	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays Dec 1, 8, 15: Teacher NWD
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	12	0	8	20	Jan 15: Holiday Jan 19 & 26: Teacher NWD Feb 5 - 9: Teacher NWD
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	18	0	2	20	Feb 16 & 19: Holiday
<b>P2</b> March / April	<b>10</b>	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	10	0	10	20	Mar 25-29: Teacher NWD Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>15</b>	<b>50</b>	<b>240</b>	

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	0	1	20	Jul 4: Holiday
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	20	0	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	18	0	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	19	1	0	20	Oct 4: CBEDS Information Day
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	15	4	1	20	Nov 10: Holiday <b>Total P1 Days 91</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	10	5	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	4	4	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	14	5	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	0	18	2	20	Feb 16 & 19: Holiday
P2 March / April	10	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	0	15	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>53</b>	<b>32</b>	<b>260</b>	

**TRACK B**

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	0	20	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	5	13	2	20	Sep 1: Teacher NWD Sep 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	0	0	20	Oct 4: CBEDS Information Day
<b>P1</b> October / November	<b>5</b>	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov 10: Holiday <b>Total P1 Days 44</b>
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	15	0	5	20	Nov 20-22: Teacher NWD Nov 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	8	0	12	20	Dec 18-21 & 26-28: Teacher NWD Dec 22 & 25: Holiday Dec 29 & Jan 1: Holiday Jan 12: Teacher NWD
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	19	0	1	20	Jan 15: Holiday
February / March	9	12 19 26 4	13 20 27 5	14 21 28 6	15 22 29 7	16 23 1 8	18	0	2	20	Feb 16 & 19: Holiday
<b>P2</b> March / April	<b>10</b>	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	15	0	5	20	Apr 1-5: Spring Break <b>Total P2 Days 119</b>
April / May	11	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	20	0	0	20	Available CAASPP Window April 8 - June 26
May	12	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	19	0	1	20	Available CAASPP Window April 8 - June 26 May 27: Holiday
June	13	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	17	1	2	20	Available CAASPP Window April 8 - June 26 June 19: Holiday June 28: Teacher NWD
<b>Total Instructional Days:</b>							<b>175</b>	<b>34</b>	<b>31</b>	<b>240</b>	

# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Audeo Charter School II</u> Local Educational Agency (LEA) / District / School	<u>San Diego</u> County	
<u>2525 El Camino Real, Suite 156</u> Street Address	<u>Carlsbad</u> City	<u>92008</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)
2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)
3. **Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)
4. **Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)
  - a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))
 

Exceptions:

    - Students in grade 11 or higher. (EC § 51760.3)

- Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
  - Principal may certify exemption. (EC § 51760.3)
  - WEE may be identified on the Individualized Education Program. (EC § 51760.3)
  - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)
5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)
- Exceptions:
- Continuation high school students. (EC § 46145)
  - Graduating WEE students in the last semester of their senior year. (EC § 46147)
6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))
- Exceptions:
- Ratio may be waived by the State Board of Education. (EC § 46300(b))
7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)
- a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))
8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)
9. **Work Sites:** The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)
- a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)
10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
  - b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
  - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
  - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
  - e. The employer provides adequate adult supervision to ensure that:
    - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
    - (2) The General WEE student is provided opportunities to gain occupational skills.
    - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)
  - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
  - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
  - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)
11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))
13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
  - (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
  - (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
  - (3) Career Technical WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)
14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)
15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:

  - a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)
  - b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
  - c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)
  - d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074)
  - e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)
  - f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071)
16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5 rules and regulations applicable to WEE.



17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762)
18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.



\_\_\_\_\_  
District Superintendent or Designee

\_\_\_\_\_  
Date

5/17/23

Date Local Governing Board Approved: June 22, 2023

Person Preparing Application:

Name: Cathryn Rambo E-mail: crambo@altusschools.net

Title: Curriculum, Professional Learning and Accreditation Administrator

Phone: (858) 678-2058

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
  - (2) Course Description w/units of Instruction per semester
  - (3) Copy of Student Training Agreement
  - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
  - (5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814  
[ehall@cde.ca.gov](mailto:ehall@cde.ca.gov)  
916-323-2564

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# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Audeo Charter School III</u> Local Educational Agency (LEA) / District / School	<u>San Diego</u> County	
<u>200 East Via Rancho Parkway</u> Street Address	<u>Escondido</u> City	<u>92025</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, *California Labor Code*, *California Education Code*, and *California Code of Regulations*, Title 5, the LEA agrees to the following assurances:

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  - WEE may be identified on the Individualized Education Program. (EC § 51760.3)
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- a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))
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The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
  - b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
  - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
  - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
  - e. The employer provides adequate adult supervision to ensure that:
    - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
    - (2) The General WEE student is provided opportunities to gain occupational skills.
    - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)
  - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
  - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
  - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)
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14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)
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I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.



\_\_\_\_\_  
District Superintendent or Designee

\_\_\_\_\_  
Date

5/17/23

Date Local Governing Board Approved: June 22, 2023

Person Preparing Application:

Name: Cathryn Rambo E-mail: crambo@altusschools.net

Title: Curriculum, Professional Learning and Accreditation Administrator

Phone: (858) 678-2058

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
  - (2) Course Description w/units of Instruction per semester
  - (3) Copy of Student Training Agreement
  - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
  - (5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

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Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814  
[ehall@cde.ca.gov](mailto:ehall@cde.ca.gov)  
916-323-2564

# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Audeo Valley Charter School</u> Local Educational Agency (LEA) / District / School	<u>Riverside</u> County	
<u>27130 Eucalyptus Avenue, Suite A</u> Street Address	<u>Moreno Valley</u> City	<u>92555</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)
2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)
3. **Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)
4. **Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)
  - a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))
 

Exceptions:

    - Students in grade 11 or higher. (EC § 51760.3)



- Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
  - Principal may certify exemption. (EC § 51760.3)
  - WEE may be identified on the Individualized Education Program. (EC § 51760.3)
  - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)
5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)
- Exceptions:
- Continuation high school students. (EC § 46145)
  - Graduating WEE students in the last semester of their senior year. (EC § 46147)
6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))
- Exceptions:
- Ratio may be waived by the State Board of Education. (EC § 46300(b))
7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)
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8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)
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- a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)
10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
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  - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
  - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
  - e. The employer provides adequate adult supervision to ensure that:
    - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
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  - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
  - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
  - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)
11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

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District Superintendent or Designee

\_\_\_\_\_  
Date

5/17/23

Date Local Governing Board Approved: June 22, 2023

Person Preparing Application:

Name: Cathryn Rambo E-mail: crambo@altusschools.net

Title: Curriculum, Professional Learning and Accreditation Administrator  
Phone: (858) 678-2058

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916-323-2564

# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Grossmont Secondary School</u> Local Educational Agency (LEA) / District / School	<u>San Diego</u> County	
<u>111 Fletcher Pkwy</u> Street Address	<u>El Cajon</u> City	<u>92020</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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District Superintendent or Designee

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Date

5/17/23

Date Local Governing Board Approved: June 22, 2023

Person Preparing Application:

Name: Cathryn Rambo E-mail: crambo@altusschools.net

Title: Curriculum, Professional Learning and Accreditation Administrator  
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916-323-2564

# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Mirus Secondary School</u> Local Educational Agency (LEA) / District / School	<u>Hesperia</u> County	
<u>14135 Main Street, Suite 201</u> Street Address	<u>Hesperia</u> City	<u>92345</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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    - (2) The General WEE student is provided opportunities to gain occupational skills.
    - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)
  - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
  - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
  - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)
11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))
13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
  - (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
  - (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
  - (3) Career Technical WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)
14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)
15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:

- a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)
  - b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
  - c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)
  - d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074)
  - e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)
  - f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071)
16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5 rules and regulations applicable to WEE.

17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762)
18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.



\_\_\_\_\_  
District Superintendent or Designee

\_\_\_\_\_  
Date

5/17/23

Date Local Governing Board Approved: June 22, 2023

Person Preparing Application:

Name: Cathryn Rambo E-mail: crambo@altusschools.net

Title: Curriculum, Professional Learning and Accreditation Administrator  
Phone: (858) 678-2058

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
  - (2) Course Description w/units of Instruction per semester
  - (3) Copy of Student Training Agreement
  - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
  - (5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814  
[ehall@cde.ca.gov](mailto:ehall@cde.ca.gov)  
916-323-2564



# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Sweetwater Secondary School</u> Local Educational Agency (LEA) / District / School	<u>San Diego</u> County	
<u>3252 Bonita Road</u> Street Address	<u>Chula Vista</u> City	<u>91910</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)
2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)
3. **Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)
4. **Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)
  - a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))
 

Exceptions:

    - Students in grade 11 or higher. (EC § 51760.3)

- Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
  - Principal may certify exemption. (EC § 51760.3)
  - WEE may be identified on the Individualized Education Program. (EC § 51760.3)
  - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)
5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)
- Exceptions:
- Continuation high school students. (EC § 46145)
  - Graduating WEE students in the last semester of their senior year. (EC § 46147)
6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))
- Exceptions:
- Ratio may be waived by the State Board of Education. (EC § 46300(b))
7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)
- a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))
8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)
9. **Work Sites:** The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)
- a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)
10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
  - b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
  - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
  - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
  - e. The employer provides adequate adult supervision to ensure that:
    - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
    - (2) The General WEE student is provided opportunities to gain occupational skills.
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\_\_\_\_\_  
District Superintendent or Designee

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Date

5/17/23

Date Local Governing Board Approved: June 22, 2023

Person Preparing Application:

Name: Cathryn Rambo E-mail: crambo@altusschools.net

Title: Curriculum, Professional Learning and Accreditation Administrator  
Phone: (858) 678-2058

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Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814  
[ehall@cde.ca.gov](mailto:ehall@cde.ca.gov)  
916-323-2564

# DISTRICT LETTERHEAD (Sample)

Date Current Date

TO: Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814

FROM: Name, Superintendent  
Your School/District/County Office of Education

---

SUBJECT: Authorization to Issue Work Permits

This letter is officially authorizing the following personnel to issue work permits according to Education Code § 49110:

Name	Title
Name	Title
Name	Title

All personnel listed above have a working knowledge of California labor laws and regulations as they relate to minors. If there are any questions pertaining to the issuance of work permits, please call ( ) xxx-xxxx.

Sincerely,

Name, Superintendent



# Employee Manual

2023-2024



**Audeo II**  
Charter School

**Audeo Valley**  
Charter School

**GROSSMONT**  
Secondary School

**Audeo<sup>3</sup>**  
Charter School

**MIRUS**  
SECONDARY SCHOOL

**Sweetwater's**  
SECONDARY SCHOOL





# ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE MANUAL

PLEASE READ THE EMPLOYEE MANUAL AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Manual. I have read and understood the contents of the Manual, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Manual. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Manual. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Manual are guidelines for employees concerning some of Audeo Charter School corporation (“AUDEO”) policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with AUDEO. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by AUDEO.

I understand that other than the President/CEO of AUDEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chairperson.

Employee’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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# Welcome!

The purpose of this manual is to inform you about Audeo Charter School corporation (“AUDEO”), its philosophy, employment practices, and policies, as well as the benefits provided to you as a valued employee and the conduct expected from you. [This manual and all of the policies herein have been adopted by the Audeo Board of Directors on June 22, 2023.](#)

We ask that you read this manual carefully and refer to it whenever questions arise. Policies, benefits, and rules, as explained in this manual, may be changed from time to time as operations, legislation, and economic conditions dictate.

No employee manual can answer every question, nor would we want to restrict the normal question and answer exchange among us. It is through our person-to-person conversations that we can better know each other, express our views, and work together in a harmonious relationship.

Our goal is to support you in guiding students to their success. **Our success is student success!** We hope this manual will help you feel more comfortable with the culture and expectations you will find at AUDEO. We strongly believe you will find AUDEO an amazing place to work that continues to stay focused on our core mission of **TRANSFORMING LIVES!**

## Notices

AUDEO, at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this manual at any time without prior notice. Any such action shall apply to existing as well as future employees with continued employment being the consideration between the employer and employee. Employees may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Employees shall not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. No one other than the President/CEO, in writing, may alter or modify any of the policies in this manual. No statement or promise by a supervisor, manager, or department head may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable and invalid, such finding does not invalidate the entire Employee Manual, but only the subject provision. This manual replaces (supersedes) all other previous employee manuals for AUDEO.

### **504 Coordinator:**

Kirsten Henderson,  
khenderson@altusschools.net

### **Title II, Title IX Coordinator:**

Tim Tuter, ttuter@altusschools.net

### **Title V Coordinator:**

Lynne Alipio, lalipio@altusschools.net

### **Civil Rights Coordinator:**

Lynne Alipio, lalipio@altusschools.net

## What You Can Expect From Audeo Charter School Corporation

Our employee relations philosophy strives to:

- Select people on the basis of skill, training, ability, attitude, and character without discrimination with regard to age, gender, color, race, creed, religion, political belief, national origin, ancestry, marital status, sexual orientation, health condition, or disability that does not prohibit performance of essential job functions.
- Dedicate ourselves to student success through accountability and continuous improvement.
- Review wages, employee benefits, and working conditions continually with the objective of providing competitive benefits in these areas, consistent with sound business practices.
- Provide eligible employees with medical, disability, retirement, and other benefits.
- Develop competent people who understand and meet our objectives, and who accept with open minds the ideas, suggestions, and constructive criticisms of fellow employees.
- Assure employees, after talking with their supervisor, an opportunity to discuss any problem with AUDEO's leadership.
- Operate in an economically efficient manner to ensure that there are adequate resources available to meet the needs of our students.
- Make prompt and fair adjustment of any complaints that may arise in the everyday conduct of AUDEO to the extent that is practicable.
- Respect individual rights and treat all employees with courtesy and consideration.
- Maintain mutual respect in our working relationship.
- Provide a workplace that is safe, supportive, attractive, comfortable, and orderly.
- Keep all employees informed of the progress of the overall Strategic Plan, Initiatives, Goals and targets.
- Do all these things in a spirit of friendliness and cooperation so that AUDEO will continue to be known as "a great place to work!"

## What Audeo Charter School corporation Expects From You

Your first responsibility is to know your own duties and how to do them promptly, correctly and pleasantly. Secondly, you are expected to cooperate with AUDEO leadership and your fellow workforce members and maintain a good team attitude. How you interact with fellow members and those within the communities we serve, can affect the success of your students and assignments. In turn, the performance of one resource center/department can impact the entire service offered by AUDEO. Consequently, whatever your position, you have an important assignment: **perform every task to the very best of your ability. The result will be better success for our students, AUDEO and your own personal satisfaction.**

You are encouraged to take advantage of opportunities for personal development that are offered to you. This manual offers insight on how you can positively perform to the best of your ability to meet and exceed expectations.

We believe in direct access to the leadership team, which includes members of AUDEO leadership and supervisors. We are dedicated to making AUDEO an organization where you can approach your supervisor, or any member of school leadership, to discuss any problem or question. We expect you to voice your opinions and offer your suggestions to improve the quality of the organization.

Remember, you help create the healthful, pleasant, and safe working conditions that AUDEO intends for you. Your dignity and that of fellow employees, as well as that of our students, is important.

AUDEO needs your help in making each working day enjoyable and rewarding so that we may transform the lives of our students, their families, and our community!



# Employment Policies

Whether you are a new hire or a former employee returning, you may feel a little lost in your new surroundings. This is a normal feeling. Your fellow employees, especially the AUDEO Leadership Team, want to help you get off to a great start. Feel free to ask them for help concerning anything you don't understand.

One of the first things you should do is carefully read this manual. It is designed to answer many of your questions about the practices and policies of AUDEO, what you can expect from AUDEO, and what AUDEO expects from you.

## **Statutory Provisions Relating to Charter School Employment**

The Schools that the Audeo corporation operate and manage has been established and operate pursuant to the Charter Schools Act of 1992, Education Code § 46700 et seq., and by actions of the authorizing agencies, such as the State Board of Education (“SBE”) which has approved the charter petitions for Grossmont Secondary School (“GSS”), and Sweetwater Secondary School (“SSS”); Escondido Union High School District (“EUHSD”) which has approved the charter petition for Audeo Charter School III (“Audeo III”); Riverside County Office of Education (“RCOE”) which has approved the charter petition for Audeo Valley Charter School (“AVCS”); San Diego County Office of Education (“SDCOE”) which has approved the charter petition for Audeo Charter School II (“Audeo II”); and Hesperia Unified School District (“HUSD”) which has approved the charter petition for Mirus Secondary School (“Mirus”).

Pursuant to Education Code section 47604, AUDEO has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, AUDEO is considered a separate legal entity from SBE, EUHSD, RCOE, SDCOE, and HUSD. The authorizers shall not be liable for any debts and obligations of AUDEO or its schools.

Employees should recognize that they are being employed by AUDEO and not SBE, EUHSD, RCOE, SDCOE, and HUSD.

Pursuant to Education Code section 47610, AUDEO must comply with all of the provisions set forth in its

charter petitions but is otherwise generally exempt from the laws governing school districts.

Pursuant to Education Code section 47605(c)(5) each school's petition has set forth the qualifications to be met by individuals to be employed.

## **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

AUDEO is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. AUDEO's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including [reproductive health decision making](#), pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/ registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U. S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic

characteristics); taking a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), the Fair Employment and Housing Act (“FEHA”), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

AUDEO does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which AUDEO does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When AUDEO receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. AUDEO is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### ***Prohibited Unlawful Harassment***

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal

movement, or interfering with work because of sex, race or any other protected basis;

- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### ***Prohibited Unlawful Sexual Harassment***

AUDEO is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

- (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual’s employment;
- (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training every two (2) years thereafter. AUDEO will also provide sexual harassment prevention training to temporary or seasonal employees within thirty (30) days after the hire date or within one hundred (100) hours worked if the employee work for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well

as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of

preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate AUDEO policy.

### **At-Will Employment Relationship**

While AUDEO expects the employment relationship to be mutually beneficial, employment is entered into voluntarily and the employment relationship is considered at-will. Given the at-will employment relationship, either AUDEO or the employee may terminate the employment relationship at any time with or

without cause, with or without notice, at the party's sole and unreviewable discretion.

Without impacting the at-will nature of the employment relationship, AUDEO may attempt to remedy and address issues of unsatisfactory performance with the employee.

No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the Executive Director or Board of Director's Chairperson.

### **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

AUDEO will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated

reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Manual, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

### **Code of Ethics**

Workforce members should always conduct themselves in a manner that reflects high standards of professionalism. The AUDEO professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. He or she acts with conscientious effort to exemplify the highest ethical standards.

The Code of Ethics contains four basic principles relating to the rights of students and educators; ethical conduct toward students, ethical conduct toward practices and performances, ethical conduct toward professional colleagues, and ethical conduct toward parents and the community. A document containing the Code of Ethics and Integrity Statement is signed by all workforce members annually.

### **Integrity Statement**

AUDEO is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work both in letter and spirit.

Please understand the high level of trust placed on all employees at AUDEO. Commit yourself to the creation of a work and learning environment infused with integrity and respect.

### **FOCUS ON ACADEMICS AND LEARNING POLICY**

[Audeo Charter School II \("Audeo II"\), Audeo](#)



Charter School III (“Audeo III”), Audeo Valley Charter School (“Audeo Valley”), Grossmont Secondary School (“GSS”), Mirus Secondary School (“Mirus”), and Sweetwater Secondary School (“SSS”) which are operated by Audeo Charter School corporation (“Audeo corp.”), are solely academic in nature. The schools consist of re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. Extracurricular activities, such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics are not a part of the schools’ operational design.

The schools’ sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status (“DASS”)<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment. The confidence gained by working directly with the schools’ instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Audeo corp. schools support this vision and help collaborate to prepare students to better deal with and overcome the personal and social constraints that influence their lives. This model has been sufficiently proven effective and may be replicated.

<sup>1</sup> DASS schools have at least 70% of the school’s total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless,

## **Confidential Information**

Our students and parents entrust AUDEO with important and sensitive personal information. The nature of this relationship requires a high level of confidentiality. In maintaining and safeguarding the information received, AUDEO earns the respect and further trust of our students and families.

Your employment with AUDEO assumes an obligation to maintain confidentiality, even after you leave our employ. Any violation of confidentiality seriously injures AUDEO’s reputation and effectiveness. Therefore, please do not discuss school business with anyone who does not work for AUDEO and never discuss transactions with anyone who does not have a direct association with the transaction. Even casual remarks can be misinterpreted and repeated, so develop the personal discipline necessary to maintain confidentiality. If you hear, see, or become aware of anyone else breaking this trust, consider what he or she might do with information they receive from you.

If someone outside AUDEO questions you, and you are concerned about the appropriateness of giving them certain information, remember that you are not required to answer and that we do not wish you to do so. Instead, as politely as possible, refer the request to your supervisor or one of the leadership team members.

No one is permitted to remove or make copies of any AUDEO or school records, reports, or documents without prior approval by the President/CEO or designee.

Because of its seriousness, disclosure of confidential information as described above could lead to discipline, up to and including immediate termination.

## **Credentials**

To meet the requirements of the State of California, teachers generally must possess a

pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

current teaching credential or credential appropriate to their position. AUDEO supports teachers in their effort to obtain and renew teaching credentials. AUDEO will facilitate evaluation of credentials by working closely with universities, county and state credentialing offices.

Instructional employees who begin work holding an emergency permit or intern certificate assume the responsibility to meet the requirements to maintain this credential and/or transition to a regular teaching credential.

It is the responsibility of instructional employees to maintain the required credential for their position as a condition of continued employment. Failure to maintain the required credential may result in suspension without pay or termination of employment.

Any changes of credential status related to their position must be reported to the Human Resources Department immediately.

### **Driver's License, Insurance Liability Minimums, & Driving Record**

Employees whose work requires operation of a motor vehicle must maintain a valid driver's license, at least minimum private vehicle liability insurance, and an acceptable driving record. All Resource Center employees are required to have transportation available to carry out their duties. Employees must submit a copy of driver's license, and proof of insurance annually. Employees may also be asked to submit a copy of their driving record. Any changes must be reported to the Human Resources Department immediately. Failure to do so may result in disciplinary action, including possible dismissal.

### **Drug and Alcohol-Free Workplace**

AUDEO is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job,

jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other AUDEO stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Equal Employment Opportunity**

AUDEO is an equal opportunity employer. It is the policy of AUDEO to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS); Medical condition (including cancer

and genetic characteristics);

- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”) or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, AUDEO will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. AUDEO then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. AUDEO will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, AUDEO will make the accommodation.

## Introductory Period

For full-time employees only, your first sixty (60) actual workdays) of employment are considered an Introductory Period. This Introductory Period will be a time to get to know your fellow employees, your supervisor and the tasks involved in your position, as well as becoming familiar with AUDEO’s program and services. The Leadership Team will work closely with you to help you understand the needs and processes, and expectations of your job.

During the Introductory Period, a member of the Leadership Team and/or your supervisor will discuss your job performance with you. This review will be similar to a performance review that is held for regular full-time or part-time employees. During the course of the discussion, you are encouraged to give your comments and ideas as well.

During this Introductory Period, AUDEO will evaluate your suitability for employment, and you can evaluate AUDEO as well. At any time during this introductory period, you may resign without any detriment to your record. If, during this period, your work habits, attitude, attendance or performance do not measure up to our standards, we may release you. If you take approved time off in excess of five (5) workdays during the Introductory Period, the Introductory Period may be extended by that length of time.

Please understand that completion of the Introductory Period does not guarantee continued employment for any specified period of time, nor does it require that an employee be discharged only for “cause.” **Successful completion of the Introductory Period does not alter your status as an “at-will” employee of AUDEO.**

A former regular employee who has been rehired after a separation from AUDEO of more than one (1) year is considered an introductory employee during his or her first sixty (60) days following rehire; however, the President/CEO may reduce or waive the Introductory Period based on prior satisfactory work, length of separation, and school need.

## Job Descriptions and Responsibilities



We maintain a job description for each position in AUDEO. If you wish to see a copy of your job description which was provided to you upon hire with your employment agreement, please ask your supervisor or the Human Resources Department.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at AUDEO will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise AUDEO's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at AUDEO include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, AUDEO, be arrested for, charged with or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Human Resources Administrator.

### **Tuberculosis Testing**

All employees of AUDEO must submit written proof from a physician or NP of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with AUDEO and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the

office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to AUDEO will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with AUDEO students.

### **Immigration Compliance**

AUDEO will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, AUDEO will not check the employment authorization status of current employees or applicants who were not offered positions with AUDEO unless required to do so by law.

AUDEO shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, AUDEO shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally- authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

### **Professional Boundaries: Staff/Student Interaction Policy**

AUDEO recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning- conducive

environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of AUDEO personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  1. Stopping a student from fighting with another student;
  2. Preventing a pupil from committing an act of vandalism;
  3. Defending yourself from physical injury or assault by a student;
  4. Forcing a pupil to give up a weapon or dangerous object;
  5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
  1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

This policy is intended to guide all AUDEO faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### ***Duty to Report Suspected Misconduct***

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to Human Resources Administrator. a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### ***Examples of Specific Behaviors***

The following examples are not an exhaustive list:

### ***Unacceptable Staff/Student Behaviors (Violations of this Policy)***

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from AUDEO.
- (e) Making or participating in sexually inappropriate comments.
- (f) ) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

### ***Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission***

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

### ***Cautionary Staff/Student Behaviors***

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

### ***Acceptable and Recommended Staff/Student Behaviors***

- (a) Getting parents' written consent for any after- school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) ) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority
- (s) Asking yourself if your actions are worth your job and career.

### **Tobacco Free Workplace**

AUDEO is a tobacco free environment for all sites/offices. Good health is recognized as a major factor in helping individuals, both students and adults, function at optimal levels. Research indicates that tobacco use and passive smoke can be detrimental to the health and well-being of the individual and to our society in terms of economic costs.

AUDEO recognizes the importance of providing educational programs and a school environment that discourages tobacco product use. AUDEO, therefore, endorses the tobacco-free plan that emphasizes tobacco use prevention education, staff in service, appropriate employee assistance.

## Standards of Conduct

AUDEO is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work both in letter and spirit. A high level of trust placed is on all employees at AUDEO. We expect employees to accept this trust and commit themselves to the creation of a work and learning environment infused with integrity and respect.

By accepting employment with AUDEO, you have a responsibility to AUDEO, your coworkers, the students and their parents, to adhere to certain rules of behavior and conduct. The purpose of these rules is not to be restrictive, but rather to be certain that you understand what conduct is expected and necessary. When each person is aware that he or she can fully depend upon fellow workers to follow the rules of conduct, then AUDEO will be a better place to work for everyone.

### Unacceptable Activities

Employee must act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Your avoidance of these activities will be to your benefit as well as the benefit of AUDEO. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your manager for an explanation.

Though not an all-inclusive list, occurrences of any of the following violations, due to their seriousness, may result in immediate dismissal without prior notice:

- Willful violation of any school rule; any deliberate action that is extreme in nature and is obviously detrimental to the school, its students, staff, and community.
- Dishonesty, willful falsification or misrepresentation on student records and/or work, master agreements, alteration of school records or other school documents.
- Dishonesty, willful falsification or misrepresentation on your application for employment or other work records; lying about sick or personal leave; falsifying a reason for a leave of absence or other data requested by AUDEO.
- Violating the non-disclosure agreement; giving confidential or proprietary school information to unauthorized persons; breach

of confidentiality of personnel/student information.

- Willful violation of security or safety rules or failure to observe safety.
- Negligence or any careless action that endangers the life or safety of another person.
- Being intoxicated or under the influence of alcohol or controlled substance drugs while at work; use or possession or sale of alcohol or controlled substance drugs in any quantity while on school premises except medications prescribed by a physician which do not impair work performance.
- Unauthorized possession of dangerous or illegal firearms, weapons or explosives on school property or while on duty.
- Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on school premises or when representing AUDEO; fighting, or horseplay or provoking a fight on school property, or negligent damage of property.
- Insubordination or refusing to obey instructions properly issued by your manager pertaining to your work; refusal to assist on a special assignment.
- Threatening, intimidating or coercing fellow employees or students on or off the premises at any time, for any purpose.
- Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of school property, or the property of fellow employees, students, suppliers, or visitors in any manner.



- Theft of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from one of the directors; unauthorized use of school equipment or property for personal reasons;
- Using school equipment for profit.
- Malicious gossip and/or spreading rumors unrelated to AUDEO operations; engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
- Immoral conduct or indecency on school property.
- Unprofessional conduct.
- Conducting a lottery or gambling on school premises.
- Failure to possess or maintain the credential/certificate required of the position.
- Inability to perform the essential functions of the job either with or without reasonable accommodations.
- Unsatisfactory or careless work; failure to meet production or quality standards as explained to you by your manager; mistakes due to carelessness or failure to get necessary instructions.
- Any act of harassment, sexual, racial or other; telling sexist or racial-type jokes; making racial or ethnic slurs.
- Sleeping on the job; loitering or loafing during working hours.
- Excessive use of telephone for personal calls.
- Leaving your workstation during your work hours without the permission of your manager, except to use the restroom.
- Creating or contributing to unsanitary working conditions.
- Posting, removing or altering notices on any bulletin board on school property without permission of the Leadership Team.
- Failure to report an absence or late arrival; excessive absence or lateness.
- Obscene or abusive language toward any manager, employee, parent or student; indifference or rudeness towards a customer or fellow employee; any disorderly/antagonistic conduct on school premises.

- Failure to immediately report an accident or damage to school equipment.
- Soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on school premises.
- Failure to maintain a neat and clean appearance in terms of the standards established by your manager; any departure from accepted conventional modes of dress or personal grooming; wearing improper or unsafe clothing.
- Failure to use your timesheet; alteration of your own timesheet or records or attendance documents; altering another employee's timesheet or records, or causing someone to alter your timesheet or records.

### **Process for Support and Remediation of Instructional Staff Performance Indicators**

The objective of this process is to assist the instructional staff in improving productivity indicators. Success for students and staff is AUDEO's primary goal. Data distributed to all instructional employees that reflects the status of individual and group performance indicators, i.e., participation, academic credit indicators (ratio and averages), records audit, test participation, pre- and post-test results, etc.

The following is a range of opportunities designed to assist staff in improving performance indicators. AUDEO has no obligation to go through each step, and reserves the right to determine the appropriate steps for each employee given the nature of the situation. Further, neither this policy nor any action taken pursuant thereto alters the "at-will" nature of employment with AUDEO.

**Notice of Concern.** The supervisor will send a written notice of concern to an employee whose performance indicator(s) are below expectations.

**Deployed Assistance.** If there is no significant improvement within a specified period as

determined by members of the Leadership Team, the team may deploy staff (which may include learning leads, mentor teachers, auditors, peer coaches, or designee) to assist the employee in remediating the indicator(s) that requires improvement.

Consultation/Criteria for Improvement. If there is no significant improvement within the specified period as determined by the Leadership Team, the supervisor consults with the employee. The employee will submit an action plan with timeline to the supervisor for review and approval by the Leadership Team.

Consultant/Criteria for Continued Employment. If there is no significant improvement within the specified timeline, the employee meets with the supervisor and/or designated school administrator to set criteria for continued employment.

Non-Renewal/Dismissal. If the criteria for continued employment are not met, the Executive Director may send a written notice of non-renewal of contract or dismissal to the employee.

This process focuses on support for the remediation of performance indicators that do not meet standards. In the event that the employee engages in activities that breach the Standards of Conduct, immediate dismissal without prior notice may result.

## **Disciplinary Actions**

Unacceptable behavior, which does not lead to immediate dismissal, may be dealt with in the following manner: Verbal Warning, Written Warning, Dismissal. Written warnings will include the reasons for the supervisor's dissatisfaction and any supporting evidence. You will have an opportunity to defend your actions and rebut the opinion of your supervisor at the time the warning is issued. Disciplinary actions may also include suspensions or other measures deemed appropriate to the circumstances. All pertinent facts will be carefully reviewed, and the employee will be given a full opportunity to explain his or her conduct before any decision is reached. The President/CEO or another member of the Leadership Team will give a second opinion concerning the unacceptable behavior

before dismissal occurs.

Notwithstanding the above process, employment remains "at-will." Accordingly, either the employee or AUDEO may terminate the employment relationship at any time with or without advance notice, or with or without cause. Further, AUDEO shall retain the discretion to deviate from the applicable level of disciplinary action in its sole discretion.

## **Off-Duty Conduct**

While AUDEO does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with AUDEO's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect AUDEO or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects AUDEO's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by AUDEO, employees are expected to devote their energies to their jobs with AUDEO. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at AUDEO.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with AUDEO.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with AUDEO.
- Additional employment that requires the employee to conduct work or related activities on AUDEO's property during the employer's working hours or using AUDEO's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of AUDEO.

Employees who wish to engage in additional



employment that may create a real or apparent conflict of interest must submit a written request to AUDEO explaining the details of the additional employment. If the additional employment is authorized, AUDEO assumes no responsibility for it. AUDEO shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Resignation**

While we hope both you and AUDEO will mutually benefit from your continued employment, we realize that it may become necessary for you to leave your job. If you anticipate having to resign your position, we ask that you please submit written notification to your supervisor as early as possible and at least two (2) weeks in advance of your final workday. Your supervisor will forward the notice to the Human Resources Department. You will be given direction from the Human Resources Department on the required checkout procedure.

### **Return of School Property**

Any school property or materials issued to you, such as orientation manuals, equipment, and books, must be returned to AUDEO at the time of your separation from employment, or whenever it is requested by your supervisor or a member of the Leadership Team. You are responsible for paying for any lost or damaged items.

### **Exit Interviews**

In instances where an employee voluntarily leaves our employ, AUDEO would like to discuss your reasons for leaving and any other impressions that you may have about AUDEO. If you decide to leave, you will be asked to grant us the opportunity to conduct an exit interview. During the exit interview, you can express yourself freely and provide insights into possible improvements we can make. All information will in no way affect any reference information that AUDEO provides to prospective employers about you.

### **References**

AUDEO does not respond to oral requests for references. All requests must be in writing, on the prospective employer's official letterhead, and must include signed authorization from the employee allowing AUDEO to release employment information.

As AUDEO employees, you may not respond to any information requests for information regarding another employee unless it is part of your assigned job responsibilities. Forward the request to the Human Resources Department.

### **Reemployment of Former Employees**

Former employees who wish to be considered for re-employment must submit an application. The former employee may be required to participate in an interview and workplace survey. If hired as a new employee, fingerprint and TB evaluation requirements must be met. Employees who were involuntarily separated from AUDEO are not eligible for reemployment. Reemployment is solely within the discretion of AUDEO.

## Personnel Administration

The Human Resources Administrator is responsible for handling personnel records and related personnel administration functions at AUDEO. Questions regarding insurance, wages, and interpretation of policies may be directed to the Human Resources Department.

### Personnel File

Keeping your personnel file up-to-date can be important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the following items, please be sure to notify the Human Resources Department as soon as possible:

1. Legal name;
2. Home address;
3. Home telephone number;
4. Person to call in case of emergency;
5. Number of dependents;
6. Change of beneficiary;
7. Driving record or status of driver's license and auto insurance, if you operate any vehicle in the course of work for AUDEO;
8. Military or draft status; and
9. Exemptions on your W-4 tax form.

Coverage or benefits that you and your family may receive under your school's benefits package could be negatively affected if the information in your personnel file is incorrect.

Since AUDEO refers to your personnel file when we need to make decisions in connection with promotions, transfers, and dismissals, it is to your benefit to be sure your personnel file includes information about completion of educational or training courses, outside civic activities, and areas of interest and skills that may not be part of your current position here.

You have the right to inspect documents in your personnel file, as provided by law, in the presence of an AUDEO representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. Please make arrangements with the Human Resources Department when you wish to review your file.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

### Performance Feedback

Performance feedback is a vital part of each individual's professional development. Honest and open dialog is valued as an integral part of its success. AUDEO leadership is continuously evaluating your job performance. Day- to- day interaction between you and your supervisor/ school leadership should give you a sense of how your performance is perceived. In addition, data are distributed for instructional employees on a regular basis that reflect individual and staff performance indicators, i.e., student attendance participation, credit indicators, growth targets, records compliance audit of records, etc. Additional performance indicators may be created and current ones may be adjusted based on programmatic needs.

AUDEO will conduct a formal review of its employees at regular intervals. New employees may be reviewed more frequently. A review may also be conducted in the event of a promotion or change in duties and responsibilities.

## **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by their supervisor or designee. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of AUDEO and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor or designee within the first one hundred twentieth (120) work days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. AUDEO's evaluation system, or any failure to evaluate, will in no way alter the at-will employment relationship.

# Employment Classifications

At the time of your hire, your position is listed as certificated or classified. Your position may be full-time, part-time, or temporary. You will be paid on an hourly rate, contract-based days, or monthly salary.

## Certificated Employees

An employee that is working in a position that requires a professional credential or certificate issued by the California Commission on Teacher Credentialing (“CTC”). Positions include: Teacher, Counselor, Education Specialist, selected administrators, and Certificated Teacher Resource (“CTR”).

## Classified Employees

An employee working in the school that does not require a professional credential or certificate issued by the CTC. Employees in these positions are generally administrative, and non-instructional. Positions include: administrative assistants, clerical staff, and selected managers.

## Full-Time Employees

Except for purposes of benefits eligibility, an employee who is regularly scheduled to work at least forty (40) hours per week is considered a full-time employee.

## Part-Time Employees

An employee who is regularly scheduled to work less than a regular forty (40) hour workweek for an AUDEO school(s) is considered a part-time employee. Part-time employees are not eligible for benefits described in this manual, except to the extent required by applicable law.

## Monthly Salaried Employees

Monthly salaried employees are primarily full-time. There are selected positions that may be less than full-time to serve the needs of AUDEO. Employees in these positions are paid monthly based on their placement on AUDEO’s salary scale related to the position.

## Hourly Employees

Hourly employees are paid twice a month based on the time worked, as reported on the employee timesheet at the hourly rate designated for the position.

## Temporary Employees

From time to time, AUDEO may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on a case-by-case basis.

Normally, a temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. An extension of a temporary position will be evidenced by a written agreement executed by both the temporary employee and the Executive Director or designee.

If you are a temporary employee, you are not eligible for benefits described in this manual, except to the extent required by provision of applicable law. Those temporary employees classified as “nonexempt” (see the definition that follows) who work more than eight (8) hours in one day or more than forty (40) hours during any workweek are not eligible for overtime pay.

## “Nonexempt” and “Exempt” Employees

At the time you are hired, all employees are classified as either “exempt” or “nonexempt.” By law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty hours (40) per workweek. These employees are referred to as “nonexempt” in this manual. This

means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees include directors, managers, professional staff (teachers), and others whose duties and responsibilities allow them to be “exempt” from overtime pay provisions as provided by applicable laws. If you are an exempt employee, you will be advised that you are in this classification at the time you are hired, transferred or promoted.

# Wage & Salary Policies

## Overtime Pay

From time to time, it may be necessary for you to perform overtime work (hours in excess of your regular, full-time assignment) in order to complete a job on time. **The appropriate Administrator must approve all overtime IN ADVANCE**. Failure to obtain approval in advance may result in disciplinary action. When it is necessary to work overtime, you are expected to cooperate as a condition of your employment.

If you are a “nonexempt” employee and you perform overtime work, you will be compensated one and one-half (1 1/2) times your regular hourly pay rate for time worked over eight (8) hours per day or forty (40) hours per week that you work. Employees are entitled to double time compensation for those hours worked in excess of twelve (12) hours in any one day or for any hours worked beyond the eighth (8th) hour on the seventh consecutive workday in a workweek. If, during that week, you were away from the job because of a job-related injury, paid holiday, jury duty, vacation taken in single-day increments, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime compensation.

## Pay Period and Hours

The payroll workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 midnight. The monthly employees’ pay period for the month begins at 12:01 on the first day of the month and ends on the last workday (as noted in AUDEO’s official calendar) of the month. **Non-exempt monthly employees have bi-monthly pay period wherein pay period one is between the 1<sup>st</sup> and 15<sup>th</sup> of the month and pay period two is between the 16<sup>th</sup> and the last working day of the month.** The hourly employees have bi-monthly pay periods wherein **pay** period one is between the 1<sup>st</sup> and the 15<sup>th</sup> of the month and **pay** period two is between the 16<sup>th</sup> and last working day of the month.

For **exempt** monthly employees, payday is the last workday of the month. Employees are strongly encouraged to set up direct deposit for their paycheck to their preferred banking institution.

For hourly employees, payroll checks, if not direct deposit, will be sent to the mailing address indicated on the payroll system on the 10<sup>th</sup> and 26<sup>th</sup> of each month, or the last business day preceding those dates when they fall on a weekend or holiday. It is critical that employees report address changes at least thirty (30) day prior to the payday to the Human Resources Department. **For non-exempt monthly employee, payroll checks, if not direct deposit, will be sent to the mailing address indicated on the payroll system on the 15<sup>th</sup> and last working day of the month.**

Payday date changes will be made and announced in advance whenever holidays or closings interfere with the normal payday.

## Salary Overpayment and Correction

Overpayment can result from early termination of employee contracts, delays or inaccuracies in pay-related information, system failures, and human error. Regardless of the origin of the error, there is a shared responsibility between employee and the school to correct errors and recover the funds in a timely manner.

“**Overpayment**” is defined as compensation paid to an employee in excess of the amount owed to them and to which the employee is not entitled.

“**Repayment**” is the process by which an employee or former employee returns the overpayment to AUDEO.

**Employees** are expected to review their salary payment each pay period for accuracy and promptly report any discrepancies to their supervisor and/or the Human Resources Department. When overpayments have been identified, employees must work with Finance- Payroll to promptly repay the debt to AUDEO. Failure to do so



may result in disciplinary action, up to and including dismissal from employment, and/or legal action against the employee to recover the debt owed and costs incurred in doing so.

The Human Resources Department (“HR”) is responsible for maintaining accurate employee records. HR is responsible for the timely reporting when employee separates employment or takes leave of absence. HR will fully cooperate with and assist Finance-Payroll in the effort to recover funds in a timely manner.

The Finance-Payroll Department is responsible for timely and accurate salary payments to employees. When an overpayment is identified, Payroll will review records to determine the source of error and calculate net overpayment amount, accounting for taxes and withholdings. Finance-Payroll will manage the recovery process, including: correspondence, repayment arrangements, receipt of funds, etc.

#### Notification and Repayment

Finance-Payroll will notify active and terminated employees of the overpayment as soon as it is discovered and confirmed. This notification will be in writing through email and/or letter (may be certified mail). Notification will include: amount of overpayment, dates of overpayment, reasons, and employee options for repayment.

Options for repayment may include:

- Personal check payable to AUDEO either one-time payment, or multiple payment plans established with Payroll.
- Payment plan, as agreed upon with Finance-Payroll, through a series of payroll deductions for a period not to exceed six (6) months.

Other options may be submitted in writing to Chief Financial/Business Officer for consideration.

### Salary Placement for Teachers

Placement on the salary schedule is based on review of the employee’s transcripts and employment history documents.

It is the employee’s responsibility to ensure that education and experience documents

are submitted to HR **within fifteen (15) days** from the date of signing the initial employment contract. The documents include teaching experience verification from previous school employers and original sealed coursework transcripts.

Failure to submit documents within fifteen (15) days of employment could result in the employee remaining on the initial placement (Column A, Step 1) until complete documentation is submitted, even after the employee has satisfactorily completed the Introductory Period. Note that this also delays the effective date of benefits eligibility.

If, after initial placement on the salary scale, the employee submits additional education or experience documents, adjustments will be made during the next open period described below.

#### Academic Credits Earned

We encourage our teachers’ efforts in continuing education that supports student learning and builds subject matter expertise.

Eligible employees may advance to a higher column provided that the minimum number of *qualifying units* or the advanced degree are earned and verified by official sealed transcripts submitted to HR within the designated open periods as defined below.

There are two periods open to submit salary advancement application forms and transcripts: June 1 through July 30 and January 1 through February 28.

The effective date of the advancement will be the first workday of the next month following submission and approval of education documentation. (July 1, August 1, February 1, or March 1 effective dates only)

*Example:* for documents submitted/approved in June, the effective date of the advancement will be July 1; for documents submitted/approved in July, effective date will be August 1.

Employees are encouraged to submit their application and transcripts for salary advancement as early in the



open period as possible. If the documentation submitted is incomplete, eligibility for salary advancement may be delayed to the next month or the next open period.

Employees may submit form and transcripts for evaluation only ONCE during this period.

### Qualifying Credits

Allowable academic units or credits must come from an accredited college or university. Only coursework that was taken post-bachelor's degree (i.e., graduate level) date will be accepted. Courses are reviewed for content and posted based on support of professional growth and/or advanced degree that aligns with the professional field of education. Units for salary placement refer to semester units. Quarter units are valued at two-thirds (2/3) of semester units.

### Payroll Withholdings

As required by law, AUDEO shall withhold Federal Income Tax, State Income Tax, and Social Security/Medicare (FICA), as well as the employee's contributions to STRS or PERS, as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. FICA: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by AUDEO.
4. STRS/PERS: All eligible employees shall be enrolled in the appropriate retirement system, and AUDEO shall withhold the legally required percentage of the employee's wages representing the employee's contribution to the retirement system.

In addition to the deduction described

above, AUDEO shall also withhold any voluntary deductions (e.g., deferred compensation, disability insurance, etc.).

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the HR Department and to fill out a new W-4 form. From time to time tax law, and tax rates, change which may affect your tax returns. AUDEO recommends that all employees review their tax withholdings annually and complete a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

### Wage Attachments and Garnishments

Under normal circumstances, AUDEO will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies, or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the

employee.

exceed eight (8) hours in one (1) day or forty (40) hours in a week.

## **Work Year**

When hired, employees are assigned a work year. The number of days/hours in a work year is prorated for part-time employees based on their full-time equivalency (FTE). Work years for the following employees are:

- Teachers, Education Specialist, Certificated Teacher Resource: 12-month/228 days from July 1 to June 30.
- Certificated and Classified Management: July 1 to June 30 inclusive; 12 months
- Classified, non-management: July 1 to June 30 inclusive; 12 months

The work year for several specialized positions will be determined by the needs and requirements of the program, particularly those funded by grants and outside funding sources. AUDEO reserves the right to adjust position work year, full or part-time hours, based on the needs of the school.

Employees may be required to submit a work year calendar to designate workdays, non-workdays, vacations, floating holidays, and professional/ personal improvement days, if applicable. Changes to this calendar are subject to the approval of your supervisor and the Executive Director.

## **Workday and Workweek**

The operating hours of the administrative offices are generally 7:30 a.m. to 4:00 p.m. Monday through Friday, but may vary based on the needs of the school and community. The hours of Resource Centers may vary according to the needs of the students as developed by the assigned teacher in consultation with the School Administrator. Some Resource Centers have been designated as extended-day sites.

Your particular hours of work and the scheduling of your lunch period will be determined by your location and the school's program needs. Full-time and hourly teachers are required to conduct business (instruction, visits to home, agencies, office, etc.) within the assigned hours, not to

## **Expense Reimbursement**

Prior to incurring an expense on behalf of your school and/or Resource Center, you must have written authorization (requisition/purchase order, etc.) from your supervisor or School Administrator.

To be reimbursed for all authorized expenses, you must submit an expense report/voucher in the proper form accompanied by signed original receipts and approved by your manager. Please submit your expense report/ voucher as you incur authorized reimbursable expenses. Failure to meet prescribed due dates and deadlines may result in rejection of your request for reimbursement.

## **Mileage Reimbursement**

Employees in elected administrative positions or persons involved in designated activities that are required to conduct school business using their personal vehicle may be reimbursed at the current Internal Revenue Service (IRS) rate per mile. Use school form Mileage Claim Form and Mileage Information Report. Claims must be submitted by the first Friday of the month for the previous month's mileage. Each claim report should terminate at the end of a month to avoid duplication in succeeding claims. Claims received after the due date will not be reimbursed.

In computing school business mileage, the starting and finishing points will be your regular workplace. For employees' mileage reimbursement claims, their first school business location for the day and their "last" is their "regular workplace".

Claims involving weekends or other non-workdays shall include a statement explaining the need to work on that day. For travel in excess of one hundred (100) miles per day, which has been pre-approved, a brief explanatory note shall be included on the mileage form.

### **Submission of Claims**

Claims should be submitted monthly. Your report is due each month on the first Friday of the month. (Example your September mileage report must be completed and submitted on the first Friday of October) If you do not submit the forms by the due date, you will not be reimbursed. Each claim report should terminate at the end of a month to avoid duplication in succeeding claims. Since SSP's fiscal year ends on June 30, claims for June mileage shall be submitted no later than employee's last workday in June. Employees should expect a reimbursement check on the 26<sup>th</sup> of each month.

#### Auditable Records

School and department internal records must be kept indicating: employee name, date of travel, and actual mileage traveled. Record of destination and/or purpose of trip are required. Include total dollar amount of requests for review by the School administrator or designee. For claiming mileage to and from the office/s, signing in and out at the front desk is required; failure to do so may result in rejection of claim. Such records shall be subject to audit, and will be retained for a period of one (1) year after close of the fiscal year during which a claim is submitted.

# Work Schedule

## Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5<sup>th</sup> hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and AUDEO mutually consent to the waiver.

Nonexempt employees are also provided with a fifteen (15) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are prohibited from combining meal and rest period time. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

## Attendance

You are expected to be at your work site and ready to work at the beginning of your assigned daily work hours, and you are expected to remain at your work site until the end of your assigned work hours, except for approved breaks and lunch.

Be aware that excessive time off could lead to disciplinary action.

## Absences

From time to time, it may be necessary for you to be absent from work. We are aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside your work hours may arise. Report all absences to your supervisor and email attendance at

[attendance@altusschools.net](mailto:attendance@altusschools.net).

### Planned Absences

If you know in advance that you will be absent, you are required to request this time off from your supervisor and the School Administrator *in advance and in writing* and copy your supervisor and the Human Resources Department. Email is an appropriate means of doing so. Include in your request the dates of absence and type of leave to be used (basic reason for request). If you are a Resource Center employee, include a recommendation or plan for student coverage.

Your supervisor will work with you to determine the feasibility and timing for the planned absence, and also the need for a substitute. Upon approval, the employee submits "Leave of Request/Absence Request" to the Human Resources attendance email.

Employees who plan to attend a professional development or continuing education event must request authorization from their supervisor and the School Administrator *in advance and in writing*.

### Unexpected Absences

If you are unable to report to work as scheduled, call your supervisor and the Human Resource Office at (858) 678- 2038 by 8 a.m. Leave a voice mail message if staff is unavailable to receive your call.

Report the absence due to illness or personal emergency and estimate when you expect to return. Update the Human Resources Department daily. If you are unable to make the call yourself for an absence or late arrival, for whatever reason, be sure to have someone call on your behalf.

If you expect to report to your worksite later than your scheduled time, notify your Resource Center personnel, your lead or school coordinator; all others must notify the Human Resources Department. Notifying a fellow-

employee does not fulfill this requirement.

**Absence from work for three (3) consecutive days without notifying your manager or the personnel administrator may be considered a voluntary resignation effective the close of business on the third day of absence.**

### **Record of Absence or Lateness**

Your supervisor and/or the School Administrator may require you to submit written documentation from your physician for any absence. If you are absent three (3) or more days because of illness, you may be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work.

AUDEO documents absence or lateness, and the reason, in personnel files. Your attendance record will be considered when evaluating requests for leaves of absence and approved time off.

### **Excessive Absenteeism or Lateness**

In general, a consistent pattern of absence will be considered excessive, and the reasons for the absences may come under question. Tardiness or leaving early is as detrimental to AUDEO as an absence. Be aware that excessive absenteeism, lateness or leaving early may lead to disciplinary action, including possible dismissal.

### **Timesheets/Records**

By law, we are obligated to keep accurate records of the time worked by “nonexempt” hourly employees.

Your timesheet is the only way the Payroll Department knows how many hours you worked and how much to pay you.

You are responsible for your timesheet, which contains your hours worked, meal periods taken, vacation or sick pay used, and other information needed by Payroll. Remember to record your time daily. The employee submits their

for approval. Employees and supervisors are expected to verify that all information entered on the timesheet is correct.

Signed or electronically signed timesheets are due to your supervisor by the last day of that reporting period. Late or incomplete timesheets can have an impact on the amount you are paid and require subsequent corrections.

No one may record hours work on another employee’s timesheet except for the immediate supervisor or designee of the employee and only with the employee’s consent. For example, if an employee has an emergency and cannot be at work to submit their timesheet when it is due, then they can contact their immediate supervisor and request that this be done on their behalf.

Tampering with another employee’s timesheet is cause for disciplinary action, including possible dismissal, of both employees. Do not falsify another person’s record, or influence anyone else to alter your record for you. In the event of an error in recording your time, please report the matter to your supervisor immediately.





# Workplace Policies

## Lactation Accommodation

In accordance with California law, we will provide employees who wish to express breast milk for nursing infants with a reasonable opportunity to take breaks for the purpose of expressing breast milk, which can be timed with the employee's regular break schedule; and reasonable access to a private location to express breast milk, other than public restrooms if possible, that is in close proximity to the employee's regular work area. Such room/location shall have electricity. Employee shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Contact your supervisor if you have any questions or need assistance in making these arrangements.

## Board Meetings

Although some AUDEO Board meetings are held during working hours of the Schools, employees are welcome to attend such meetings. School facilities are one of the host locations for Board meetings and can accommodate the attendance of employees, parents, students, other stakeholders, and members of the public. Should an employee wish to attend a Board meeting, they must notify their supervisor at least ~~{four}~~ (4) hours in advance of the meeting, including for the purpose of ensuring appropriate student supervision is secured as applicable.

## Bulletin Boards

Bulletins and bulletin board(s) are an "official" way of keeping everyone informed about new policies, changes in procedures and special events. Information of general interest is posted regularly on the bulletin board(s). Please make it a habit of reading the bulletin board(s) regularly so that you will be familiar with the information posted on it.

Only authorized personnel are permitted to post, remove or alter any notice on the bulletin

board(s). If you want to have notices posted on bulletin board(s), see the Human Resources Department for instructions.

## Communications

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all school methods of communication, including this Employee Manual, bulletin boards, discussions with your supervisor and members of the Leadership Team, memoranda, meetings (faculty, department, teams), newsletters, training sessions, etc.

In addition, you may receive correspondence from AUDEO. There is no regular schedule for distribution of information. The function of each correspondence is to provide you and your family with interesting news and helpful information that will keep you up-to-date on the events here at AUDEO.

## Communications with the Press; Other Outside Agencies

From time to time, there may be events at AUDEO that invite interest from the media or other outside agencies. To maintain a coherent, centrally organized public relations policy which is consistent with the philosophy and vision for AUDEO, all requests to faculty, staff, general or advisory board members made by the media, electronic or print, must be referred to the Chief of Staff for approval and coordination.

## Computer Software (Unauthorized Copying)



AUDEO does not condone the illegal duplication of software.

The law protects the exclusive rights of the copyright holder and generally does not give users the right to copy software. Unauthorized duplication of software is a Federal crime. Penalties include fines and imprisonment. Further, employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from employment.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support and no information about product updates.

AUDEO licenses the use of computer software from a variety of outside companies. AUDEO does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.

With regard to use on local area networks or on multiple machines, employees shall use the software only in accordance with the license agreement.

Employees learning of any misuse of software or related documentation within the company shall notify the department manager.

### **Dress Code/Personal Appearance**

You are expected to dress and groom yourself in accordance with accepted social and business standards. Your job involves dealing with students, parents, and the community. In many cases, you serve as a role model. You must use good judgment in determining what is a reasonable dress code appropriate to the job you perform. Clothing that exposes bare backs, midribs, and/or shoulders, T-shirts, undershirts, jeans, shorts, thongs and beach sandals are not appropriate.

A neat, tasteful appearance contributes to the

positive impression you make on our community. You are expected to be suitably attired and groomed during working hours or when representing AUDEO. A good clean appearance bolsters your own poise and self-confidence and greatly enhances our school image.

Personal appearance should be a matter of concern for each employee. If your supervisor feels your attire is inappropriate, you may be asked to leave your workplace until you are properly attired. You will not be paid for the time you are off the job for this purpose. The support team has the sole authorization to determine an appropriate dress code, and anyone who violates this standard will be subject to appropriate disciplinary action.

### **First Aid**

If you hurt yourself or become ill, please contact your manager for assistance. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits. Should you have any questions or concerns, contact the Human Resources Department or your supervisor for more information.

### **First Aid and CPR Certification**

To ensure the safety of its students and employees, it is highly recommended that staff maintain a current cardio-pulmonary resuscitation ("CPR") and First Aid certification. All candidates applying for a preliminary teaching credential are required to obtain certification in CPR. The Commission on Teacher Credentialing states that CPR certification shall meet the criteria of the American Heart Association or the American Red Cross. Submit a copy of your certification to the Human Resources Department for inclusion into your personnel file.

### **Intellectual Property**

AUDEO shall own any employee-created intellectual property under the following circumstances:

1. The intellectual property was created within the scope of employment;
2. The intellectual property was created on AUDEO time with substantial use of AUDEO equipment, services or resources; or
3. The intellectual property was commissioned by AUDEO
  - Pursuant to a signed contract; or
  - Within a specific category of works considered works-for-hire under copyright law.

A copyright work is “created within the scope of employment” if it is the kind of work the employee is employed to do and the employee creates it, at least in part, for the employee’s use at work, or for use by co-workers, AUDEO, and/or the students and families AUDEO serves. Such works related to an individual’s job responsibilities, even if he or she is not specifically requested to create them, will belong to AUDEO as “works-for-hire.”

The use of personal time or other facilities to create the work will not change its basic nature if it is related to job duties as described above. Works that have nothing to do with job duties will remain the property of the employee, so long as he or she does not make substantial use of AUDEO facilities to do so. “Substantial use” is the use of resources other than those “ordinarily available” to most or all staff and/or students. Such ordinarily available resources include office space and personal office equipment, office computer, general use information resources, and the means of network access to such resources.

If an employee creates intellectual property other than a scholarly work and which may lead to commercial development, then he or she is expected to immediately notify the Leadership Team in order to provide AUDEO with sufficient information to permit it to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect AUDEO’s intellectual property rights. If ownership rests with AUDEO, but AUDEO elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting and licensing shall revert

to the author(s). In such case, AUDEO shall retain a nonexclusive, royalty-free right to use the work for non-commercial purposes.

## **Research Activities**

AUDEO is committed to supporting a strong, active research component for the School. As a critical part of the ADLI (Approach, Deploy, Learn, Integrate) approach to strategic growth, professional development and innovation, AUDEO holds as an expectation that every employee’s scope of work shall include observation and exploration and sharing of instructional, educational, operational and related activity at the national, state, and local levels

The activities surrounding ADLI may include, but are not limited to attending local, state, and national conferences on a unique variety of subject areas including the charter movement, charter law, charter school development and management, personal interviews, meetings, the preparation of white papers, technical manuals, other major publications, working with consultants, and producing or coordinating projects that include the sharing of information (data, operational, or process) with other entities interested in the work relating to the Altus Model. Consistent with the organization’s charitable purpose, it is the intent of AUDEO that its involvement in active research and study not only benefits and promotes the Schools directly, but inspires and engages employees at every level in the promise of working for an entity which is oriented to process improvement, innovative non-traditional approaches, and futuristic development of programs that benefit students everywhere.

## **Personal Phone Calls**

School telephones are a vital tool in communicating with parents, community resources, and to conduct official school business. Please keep personal phone calls, using school phones or your personal cell phones, to a minimum; they must not interfere with your work.

If calls are made from a school phone to areas that incur toll or long-distance charges, the employee responsible for initiating the calls must complete the appropriate school form to report the call. Employees are responsible for payment of any fees incurred for toll or long-distance personal phone calls.

### **Personal Use of School Property**

If you want to use school equipment or tools during or after work hours for personal benefit, you must have written authorization from the School Administrator. AUDEO is not liable for personal injury incurred during the use of school property for personal projects. As an employee of AUDEO, you accept full responsibility for any and all liabilities for injuries or losses that occur, and for the malfunction of equipment. You are responsible for returning the equipment or tools in good condition, and you agree that you are required to pay for any damage that occurs while using the equipment or tools for personal projects.

### **Property and Equipment Care**

It is your responsibility to understand the equipment/ machines you need to use to perform your duties. Good care of any machine that you use during the course of your employment, as well as the conservative use of supplies, will benefit you and AUDEO. If you find that a machine and/or piece of equipment is not working properly or in any way appears unsafe, please notify your supervisor immediately so that repairs or adjustments may be made. Under no circumstances should you start or operate a machine you deem unsafe, nor should you adjust or modify the safeguards provided.

### **Responsibility for School Property**

All school equipment assigned to RC/locations is purchased and consigned to staff with the express intent that it be used in the delivery of instruction and/or services offered to students enrolled in the school.

Equipment owned by AUDEO is considered an asset and under the protection of workforce

members. Equipment such as computers, telephones, radios, laptops/ computers, televisions, etc. are to be used expressly for the purpose for which they were intended, that is, to enhance the teaching and learning that occurs in the RC and support to job functions.

Equipment, other than employee's assigned laptop, should never be removed from the site without prior written notification, twenty-four (24) hours in advance, directed to the School Administrator/Site Coordinator or designee. School property that the employee is allowed to remove from school premises becomes the liability of that employee until the employee returns it to AUDEO in good working condition.

It is the responsibility of the employee to exercise reasonable care and appropriate precautions to prevent damage to or loss/theft of school property in their care. The terms "reasonable care and appropriate precautions" may mean, at minimum:

- The property is not left unattended.
- The property is secured in a locked facility.
- When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.
- Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

The employee is liable for the payment of damages whenever his/her wrongful or negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property for which he/she is responsible.

In the event that school property under the employee's care is lost or stolen, it must be reported to the local police AND the School Administrator/ School Coordinator or designee immediately. A copy of police report must be sent to the School Administrator/School Coordinator or designee within two (2) working days of the loss. Failure to secure and submit a police report automatically results in the employee's liability for the replacement cost.

Within two (2) working days after notification that

school property has been lost or damaged, the employee's supervisor will interview the employee, prepare a written report, and submit it to the School Administrator for review.

The Executive Director will determine if the employee is deemed negligent, and whether or not financial liability and/or other sanctions are justified. This determination will be based on the facts established in each case. The School Administrator will inform the employee in writing as to the findings and any consequences. The employee has the option to request an appeal of the decision. The appeal must be submitted in writing, addressed to the Executive Director, within five (5) working days after the receipt of the findings.

After review, the Executive Director will convey the decision, in writing, to all concerned.

If the finding of liability is upheld, the School Administrator will be responsible for instituting the sanctions/ consequences other than financial. If there is a financial liability, the Finance Department will submit a bill to the employee requesting payment due as soon as possible AND prior to the end of the employee's contract term.

### **Safety/Fire/Earthquake Drills**

The safety of our students and employees is a priority. Drills are scheduled throughout the year. The Safety Coordinator and/or School Administrator will advise you about the requirements and expectations.

### **Safety Rules (General)**

Safety is everybody's business. Safety must be given primary importance in every aspect of planning and performing of all school activities. We want to protect you and our students from injury and illness.

Please report all injuries (no matter how slight) to your supervisor immediately, as well as anything that needs repair or is a safety hazard. Below are some general safety rules:

- Avoid overloading electrical outlets with too many appliances or machines.
- Use flammable items, such as cleaning fluids, with caution.
- Use stairs one at a time.
- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Smoke only in designated smoking areas, but not on school property.
- Keep cabinet doors and file and desk drawers closed when not in use.
- Sit firmly and squarely in chairs that roll or tilt.
- Avoid "horseplay" or practical jokes.
- Keep your work area clean and orderly; keep aisles clear of obstructions.
- Stack materials only to safe heights.
- Watch out for the safety of fellow employees and students.
- Use the right tool for the job, and use it correctly.

Remember, failure to adhere to these rules will be considered a serious infraction of safety rules and will result in disciplinary actions, up to and including immediate termination.

### **Security**

Maintaining the security of school assets and buildings is every employee's responsibility. Develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible and/or your supervisor. Do not keep cash in the resource center. Turn in any school cash at the end of the school day to the Finance



- Department; issue receipts.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them should the need arise.
- When you leave school's premises make sure that all entrances are properly locked and secured and that, where applicable, security alarms are set.

## **Pandemic Response Procedures**

AUDEO has developed pandemic response procedures in order to be prepared in such emergency circumstances. Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily by region or state to contain spread of the virus.

### ***Executive Director Actions:***

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.

- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

### ***Staff and Student Actions:***

- Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- Practice “respiratory hygiene etiquette,” including but not limited to covering your cough and sneezing with a tissue, washing hands with soap and water or a waterless hand hygiene product, and placing used tissues into a sealed bag.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

### ***Additional Steps for the School:***

- Identify Essential Employees (Teachers, Administrators, etc.).
- Provide modified distance learning for periods of school closure.
- Direct custodial staff to thoroughly clean and sanitize school facilities.

### ***Emergency Preparedness***

Every school must have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular trainings with staff and students to

ensure that disaster procedures will be followed in the event of an emergency.

### **Essential Employees**

Functioning critical infrastructure is imperative during the response to a public health or other emergency for the health and safety of staff and students as well as community well-being. Certain critical infrastructure industries have a special responsibility in such times to continue operations.

The Department of Homeland Security's (DHS) Cybersecurity & Infrastructure Security Agency (CISA) has prepared a list of 14 critical industry sectors. Employees that fall under these categories are referred to as "Essential Critical Infrastructure Workers" and are generally required to deliver services during an emergency. Included among these sectors are community-based government operations and essential functions. This category refers to critical government workers, as defined by the employer, and includes most staff members of AUDEO, as follows:

- Educators supporting public and private K-12 schools for purposes of facilitating distance learning or performing other essential functions, if operating under rules for social distancing.
- Administrators of public and private K-12 schools for purposes of supporting the work of educators to deliver distance learning and to perform other essential functions, if operating under rules for social distancing.

AUDEO shall designate essential employees who are required to work and provide services during any pandemic, emergency, or natural disaster.

### **Temporary Telework Policy to Address COVID-19 Remote Working Conditions**

#### **Purpose**

Audeo Charter School corporation recognizes approved teleworking as a ~~necessary~~ work arrangement that may be available to employees who work in certain positions. while the Schools are closed during the ongoing coronavirus

~~("COVID-19")~~

~~pandemic.~~ This policy details conditions and requirements which apply to all ~~temporary telework assignments in the organization. during the School's closure due to COVID-19.~~

#### **Definition**

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

#### **General Requirements**

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

#### **Eligibility Considerations**

Consideration will be given to employees who

work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of AUDEO and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California unless authorized by the President/CEO or a designee;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.
- Further, the employee acknowledges that telework is not an entitlement and such assignments are within the sole discretion of the employer. Telework assignments may be rescinded at any time without cause at the Audeo's sole discretion.

### ***Supervisor Responsibilities***

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;

- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with teleworking employees, including making continued efforts to involve teleworking employees in office department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

### ***Communication and Accessibility***

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

### ***Safety***

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).



### ***Supplies, Equipment, and Furniture***

The Schools will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs for each telework assignment on a case-by-case basis.

All necessary technology equipment will be supplied and maintained by the Schools, subject to availability. Equipment supplied by the Schools is to be used for work purposes only. Employees must sign an inventory of School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, School property must be returned to the School.

### ***Information Security and Confidentiality***

Employees must never provide any third parties access to the AUDEO network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with AUDEO's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

### ***Performance Standards***

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

### ***Professional Boundaries***

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the AUDEO's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all AUDEO policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from

employment.

### ***Return to Work***

Telework assignments are temporary in nature and will only continue subject to AUDEO approval. As such, employees must return to on-site work at their assigned work location when directed to do so by their supervisor. However, in limited circumstances and only upon a showing of hardship to AUDEO, employees may be permitted to continue in their telework assignment for up to an additional thirty (30) days beyond the planned termination of their telework assignment.

Any employee requesting an extension of their telework assignment must submit such request in writing to the Executive Director immediately upon being notified of the requirement to return to on-site work. The written request must explain in detail the basis for the hardship.

Upon completion of any approved extension of a telework assignment, AUDEO may allow the extension to continue, subject to demonstrable ongoing hardship experienced by the employee and the overall needs of the School. The decision as to whether to grant any initial or continuing request to extend the telework assignment remains within the sole and unreviewable discretion of AUDEO.

### ***Evaluation & Duration***

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

AUDEO may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, AUDEO shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the Schools unless determined by the

## **Staff/Professional Development**

The goal of professional development at AUDEO is to ensure a well-trained and well-rounded staff. AUDEO offers a variety of staff development opportunities that include:

- New employee orientation.
- Meetings and trainings held during the year focused on effective methods of instruction for a broad range of grade levels and subject areas.
- Professional development sessions for teachers appropriate to their needs.
- Workshops offered within regular meetings (faculty, team, all-staff, department chair, advisory group meetings), plus specially scheduled meetings as needed.
- Participation in outside conferences on subject area-specific topics, including math, science, English/ reading, independent study, health issues, technology, etc.
- Most outside professional development opportunities are paid by AUDEO. Staff may be selected by school leadership, or may apply to their supervisor to attend a conference or staff development opportunity.

Employees who attend professional development on a workday must have prior approval from their supervisor.

## **Traffic Violations**

If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines or traffic violations incurred. In the event of a vehicular accident, notify your immediate supervisor as soon as you are able.

## **Violations of Policies**

You are expected to abide by the policies in this manual. Failure to do so will lead to appropriate disciplinary action being taken against you, up to and including termination. A written record of all policy violations is maintained in each individual's personnel file.

A partial list of causes for possible disciplinary action (“Unacceptable Activities”) is presented under “Standards of Conduct” in the “Employment” section of this manual. This list is not to be considered all- inclusive.

## Benefits Information

### The Benefits Package

A good benefits program is a solid investment in AUDEO and its employees. It serves as an incentive for current employees and also helps to attract talented newcomers. School benefits programs are evaluated regularly and altered, as appropriate, to meet our employees' changing needs and to offer the advantages of future trends in employee benefits. AUDEO offers a benefits program designed to address the individual and family needs of our employees.

AUDEO is committed to maintaining and delivering a comprehensive and competitive benefits program that: provides a "safety net" of basic benefits protection against the financial impact of catastrophic life events; reflects principles of sound financial management, fiscal responsibility, regulatory compliance, administrative efficiency, and sustainability; is dynamic and innovative, evolving as necessary to meet the changing needs and balancing of work/ life issues of both employees and AUDEO; and is communicated effectively to promote full understanding and value.

AUDEO contracts with providers for employee health and welfare programs, including, but not limited to, medical, dental, vision, retirement, savings, vacation, sick, workers compensation, life insurance, liability insurance and disability benefits. The following sections are only a brief description of the leaves and benefits available to employees. Any questions with respect to benefits programs should be directed to the Human Resources Department.

### Health and Welfare Benefits

AUDEO is interested in the health and well-being of both you and your family. AUDEO offers a comprehensive benefits package to eligible employees and their eligible dependents, including medical, dental, vision, chiropractic, employee assistance, basic life insurance and professional liability insurance for certificated teachers.

After completion of the Introductory Period, you become eligible for coverage. At that time, you may choose to accept the insurance coverage, or waive them. For detailed information on these benefits and eligibility requirements, contact the Human Resources Department.

### Voluntary Insurance Benefits

School employees may elect additional benefits through several providers. Premium payments may be deducted from your monthly salary. Hourly employees may elect this insurance but premiums are not payroll deductible. Employees may elect this benefit during the annual open

enrollment period in May. AUDEO has negotiated special discounted rates for employees. Though other options may be adopted by AUDEO, the current list of insurance available includes:

- Additional coverage for employee life insurance, plus dependent life insurance and accidental death and dismemberment coverage;
- Short & Long Term Disability;
- Flexible Spending Accounts (Section 125);
- Long Term Care;
- Legal Assistance;
- Automobile, Homeowners, and Renter's Insurance;
- Cancer Insurance; and
- Critical Illness.

Questions regarding this benefit may be directed to the Human Resources Department.

### Eligibility for Benefits

If you are an active employee in a monthly salaried position of half time or more, you will enjoy all of the benefits described in this manual

as soon as you meet the eligibility requirements for each particular benefit.

prior approval from your supervisor.

*If you are an active employee in an hourly and/or temporary position, you will enjoy only those benefits that are required by law, provided that you meet the minimum requirements set forth by law and in the benefit plan(s).*

No benefits are available to you during your Introductory Period, except as otherwise provided by law.

## **Holidays**

Only regular full-time monthly classified and administrative employees are eligible for paid holidays. You are not eligible for paid holidays during your Introductory Period. Nor are you eligible for paid holidays if you are part-time hourly or temporary employee.

Holidays and vacation breaks are incorporated into the school calendar, i.e., Thanksgiving observance, winter and spring break, etc.

AUDEO observes the following holidays:

- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Holiday/Post-Thanksgiving Holiday
- Pre- or Post-Christmas Holiday/Christmas Day
- New Year's Eve Holiday/New Year's Day
- Martin Luther King Jr. Day
- Lincoln's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth Day

## **Floating Holiday – for Monthly Classified Employees**

A classified monthly employee who is in a paid status on September 9 (California Admission Day) is entitled to a floating holiday in lieu of Admission Day. This benefit may not be taken before it is earned. It may be taken any time (after it is earned) during the work year with

vacation for each month of service. Entitlement for full year of service is 21 days.

*Monthly salaried classified office/ administrative employees*

This benefit is non-accumulative and must be taken in increments of not less than one-half day. It must be taken by June 30.

## **Vacation**

Only monthly-salaried full-time classified, and administrative employees are eligible for paid vacation. (You are not eligible for paid vacation during your Introductory Period. Nor are you eligible for paid vacation if you are an hourly or temporary employee. Full-time monthly instructional employees are not eligible for vacation days. Holidays and vacation breaks are incorporated by the school calendar, i.e., Thanksgiving observance, winter and spring breaks, etc.)

### Purpose

The purpose of vacation is to provide essential rest and recreation away from work-related pressure in order that an employee may return to the job better able to carry out responsibilities of the assignment.

### Vacation Accumulation

The total vacation entitlement will be advanced on July 1 of each year. **It is strongly encouraged that all vacation is taken in a fiscal year it is earned.** If an employee is unable to utilize their vacation in the fiscal year it is earned due to extenuating circumstances, the carry-over of vacation leave is capped at one and one-half (1 ½) times the amount of vacation leave the employee would accrue.

If any employee separates before the year ends, all earned and unused vacation for the year will be paid in one lump sum.

### Vacation Entitlement

*Managers (classified and certificated) and Resource Center management employees with a 228-day work year accrue 1.75 days (14 hours) of*



accrue vacation days based on years of service.

(See Classified Vacation Chart below.)

Years of Employment Service	Vacation Hours Per Month	Vacation Days Per Year		
		12-Month	11-Month	10-Month
1-4	8.0	12.0	11.0	10.0
5-9	11.0	16.5	15.1	13.8
10-12	13.0	19.5	17.9	16.3
13+	14.0	21.0	19.3	17.5

Vacation Scheduling

Employees complete a calendar at contract signing to request vacation days for the school year. Preliminary approval is given by the immediate supervisor, and then submitted to the School Administrator for review and final approval. The Executive Director (or designee) approves vacation/non-workday requests for managers and directors. Vacations will be authorized with due consideration given to maintaining adequate administrative coverage.

in advance, and is subject to the approval of the Executive Director.

**Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, AUDEO offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e. children, parents, spouses/ domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Additionally, employees may also take paid sick leave when AUDEO is closed due to a public health emergency or to care for a child who’s childcare or school is closed due to a public health emergency.

**Maternity Leave for Birth Mothers**

Employees (birth mothers) who have been employed with AUDEO for at least twelve (12) months shall be granted three (3) consecutive work weeks of leave with pay immediately following the birth of her child.

Changes in vacation dates must be submitted in writing, and approved in the same manner as the original schedule. AUDEO reserves the right to cancel/ change vacation days based on critical and unforeseen needs of AUDEO. AUDEO will make every effort to give the employee as much advanced notice as possible.

Paid sick leave is available to all AUDEO employees (including employees who are still on their Introductory Period) who work at least two (2) hours in a calendar week.

**Professional/Personal Improvement Days**

Every fiscal year, managers (both classified and certificated) accrue four (4) Professional/Personal Improvement days. You may carry over no more than four (4) days per year. Your balance cannot exceed eight (8) days. Request for use of these days must be submitted

Eligible full-time, salaried monthly employees shall receive forty (40) hours of paid sick leave by the time he/she begins work for the fiscal



year, and will accrue additional hours per month worked until that employee accrues his/her full allocation of paid sick leave for the fiscal year. Salaried monthly employees shall earn no more than eight (8) hours of sick leave per month

worked for each fiscal year as follows:

Months Worked	Maximum Sick Leave Per Fiscal Year
10	80 hours
11	88 hours
12	96 hours

Eligible full-time, salaried monthly employees should speak to the HR Department if there are any questions regarding sick leave. All other employees shall accrue sick leave at the rate of one (1) hour for every thirty (30) hours worked.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave shall carry over from year to year. Unused, accrued sick leave shall not be paid out upon separation from employment.

Employees are required to notify AUDEO as soon as possible when using sick leave. A request to use sick leave and/or confirm the absence must be submitted to the Human Resources Department within ten (10) days upon return to duty.

If an employee is absent longer than three (3) days due to illness, medical evidence of illness and/or medical certification of fitness to return to work satisfactory to AUDEO may be required. AUDEO will not tolerate abuse or misuse of sick leave privileges. If AUDEO suspects abuse of sick leave, AUDEO may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by AUDEO.

### ***Personal Necessity Leave***

You may use not more than seven (7) days of

accumulated full-salary sick leave in any school year for personal necessity leave. Absence in excess of these limits, or in excess of full-time sick leave, must be taken as unpaid personal leave upon approval of the Executive Director or designee. Approved use of this leave includes:

- Death of a member of immediate family. Full-salary sick leave may be used after bereavement leave benefits are exhausted (see *Bereavement*). Additionally, you may use one (1) day per year of full pay sick leave for the purpose of attending the funeral of a close friend or relative not included in the definition of immediate family.
- Serious or critical illness of a member of the immediate family. You may be required to furnish a physician's statement and any other proof requested by the Executive Director.
- Accident involving you, your immediate family, your property or property of your immediate family.
- Appearance in court, not part of school business, as a litigant or as a witness under an official order. You must furnish proof of court appearance.
- Observance of a religious holiday of your faith, limited to three (3) days per year. A request must be filed in advance.
- Unpredictable and verifiable acts of nature.
- Parental leave due to the birth, adoption or foster placement of a child.
- Family School Partnership leave for your participation as a parent, guardian or custodial parent in school activities. Up to forty (40) hours each school year and not more than eight (8) hours in any calendar month may be used. Reasonable advance notice and approval of supervisor is required.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and step-parents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

AUDEO may request a signed statement or additional proof to substantiate the absence or personal necessity.

Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the Executive Director and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment.

### **Transfer of Accumulated Sick Leave**

Teachers who previously worked for another

California school that participated in CalSTRS, or Classified staff who previously worked for another California school that participated in CalPERS, may transfer their accumulated sick leave to the school provided that the following conditions are met:

- (1) Employment in the previous district was for one (1) calendar year or more.
- (2) Employment with AUDEO began within one (1) year of termination from the previous school.

## Leaves of Absence

### **Bereavement**

Absence without the loss of salary may be granted to a monthly-salaried employee upon death of a member of his/her immediate family (or that of the spouse), as defined above, for a period not to exceed five (5) days. If additional time is required, the employee may request Personal Necessity Leave as described above.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and step-parents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, parents-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

### **Jury Duty**

If you receive a summons or other notice requiring you to report for Jury Duty, inform your supervisor immediately, and provide Human Resources with a copy of your notice to report for Jury Duty.

Monthly employees called for Jury Duty are granted paid leave of absence for the days actually served and are permitted to keep any jury stipend received. Employees are expected to return to work when they only serve a partial day. Employees who are placed on "telephone standby" must report to work during those days.

At the end of each day of Jury Duty, notify your Supervisor of your status. At the end of jury service submit your jury attendance documents to Human Resources.

Hourly employees called for Jury Duty may receive postponement of service or cancellation due to financial hardship. Contact the Human Resources Department if documentation of your employment status is needed.

### **Family Care and Medical Leave**

This policy explains how AUDEO complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require AUDEO to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

#### ***Employee Eligibility Criteria***

To be eligible for FMLA/CFRA leave, the employee must have been employed by AUDEO for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

#### ***Events That May Entitle an Employee To FMLA/CFRA Leave***

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by AUDEO, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or

related medical conditions, which is covered by AUDEO's separate pregnancy disability policy).

twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

- a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, ~~or~~ sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is equivalent to a family relationship.
  4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single

5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days AUDEO’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which

### ***Amount of FMLA/CFRA Leave Which May Be Taken***

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/ CFRA leave.
4. If a holiday falls within a week taken as FMLA/ CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, AUDEO’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or



an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

### ***Pay during FMLA/CFRA Leave***

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, AUDEO and the employee may agree to have School- provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

### ***Health Benefits***

The provisions of AUDEO's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by AUDEO during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, AUDEO will give the employee written confirmation of the arrangements made for the

payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, AUDEO will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

AUDEO may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/ CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

### ***Seniority***

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

### ***Medical Certifications***

1. An employee requesting FMLA/CFRA leave because of his/ her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by AUDEO. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of AUDEO's request for certification) may result in denial of the leave request until such certification is provided.
2. AUDEO will notify the employee in writing if the certification is incomplete or



insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. AUDEO may contact the employee's health care provider to authenticate a certification as needed.

3. If AUDEO has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, AUDEO may request a second opinion by a health care provider of its choice (paid for by AUDEO). If the second opinion differs from the first one, AUDEO will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

#### ***Procedures for Requesting and Scheduling FMLA/CFRA Leave***

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of AUDEO's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt AUDEO's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically

necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that AUDEO will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. AUDEO will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, AUDEO will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### ***Return to Work***

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, AUDEO will give the employee a written guarantee of reinstatement at the termination of the leave

(with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/ her own serious health condition, the employee must obtain a certification from his/her health care provider that he/ she is able to resume work.
4. If an employee can return to work with limitations, AUDEO will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from AUDEO.

### ***Employment during Leave***

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without AUDEO's written permission. An employee who accepts such employment without AUDEO's written permission will be deemed to have resigned from employment at AUDEO.

### **Pregnancy Disability Leave**

This policy explains how AUDEO complies with the California Pregnancy Disability Act, which requires AUDEO to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

### ***Employee Eligibility Criteria***

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

### ***Events That May Entitle an Employee to Pregnancy Disability Leave***

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

### ***Duration of Pregnancy Disability Leave***

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for AUDEO. AUDEO is not required to provide an indefinite leave of absence as a reasonable

accommodation.

### ***Pay during Pregnancy Disability Leave***

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

### ***Health Benefits***

AUDEO shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) - month period. AUDEO can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

### ***Seniority***

An employee on pregnancy disability leave remains an employee of AUDEO and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she

had when the leave commenced.

### ***Medical Certifications***

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by AUDEO.
2. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
3. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

### ***Requesting and Scheduling Pregnancy Disability Leave***

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to AUDEO's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt AUDEO's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred

temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. AUDEO will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, AUDEO will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

### ***Return to Work***

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. AUDEO will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, AUDEO will give the employee a written guarantee of reinstatement at the end of the leave (with

the limitations explained above).

3. In accordance with AUDEO policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, AUDEO will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from AUDEO.

### ***Employment during Leave***

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without AUDEO's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **Unpaid Leave of Absence**

AUDEO recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, AUDEO may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by AUDEO.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/ medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all



earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

### **Industrial Injury Leave (Workers' Compensation)**

AUDEO, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide AUDEO with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is AUDEO's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. AUDEO, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to AUDEO's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that

they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to AUDEO's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to AUDEO's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
  - When there is a job-related injury that results in lost time, the employee must have a medical release from AUDEO's approved medical facility before returning to work.
  - Any time there is a job-related injury, AUDEO's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

AUDEO shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, AUDEO shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement

during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, AUDEO will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to AUDEO, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA- covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

AUDEO shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide AUDEO with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official

state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

### **School Appearance and Activities Leave**

As required by law, AUDEO will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of AUDEO, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to

another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by AUDEO for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to AUDEO that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. AUDEO may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/ CFRA Leave.

## **Victims of Abuse Leave**

AUDEO provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee’s own health, safety or welfare, or that of the employee’s child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a

misdemeanor or felony if the crime has been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide AUDEO with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide AUDEO one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee’s absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee’s behalf, certifying that the absence is for a purpose authorized under the law.



Employees requesting leave under this policy may choose to use accrued paid leave. In addition, AUDEO will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Human Resources Department.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever AUDEO is notified of an employee's intent to return from a leave, AUDEO will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

# Internal Complaint Review Policy

The purpose of the “Internal Complaint Review Policy” is to afford all employees of AUDEO the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board Chairperson to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the AUDEO’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

## We Need Your Ideas

Ask any of our employees who have worked with us for a long time and they will probably tell you of the many changes and improvements that have come about since they first joined us. We believe the person doing the job is in the best position to think of ways of doing it more easily, more efficiently, and more effectively. If you think of a better way of doing your job or the job of a fellow employee, discuss it with your supervisor, who will welcome your suggestions and ideas.

Remember, there may be areas in AUDEO’s operations that can be improved. These could be in service, programs, equipment, communications, safety, ways to reduce costs, losses, and/or waste, or other improvements you may see a need for. Please give us the benefit of your unique experience and thoughts.

## Concerns

Our goal is to maintain a comfortable working environment for everyone. We do this in several ways:

- By treating each of you as an individual and encouraging your maximum development;
- By recognizing that each of you is essential to the success and growth of the school; and
- By maintaining direct communications with all of our employees and ensuring that each and every one of you can speak directly and openly with the Leadership Team.

If something about your job is bothering you or if you feel that you have not been treated fairly or in accordance with school policy, you should discuss your concerns with your immediate

supervisor. If you still have questions after this discussion, request a meeting with the President/CEO, Executive Director, or Human Resources ~~Administator~~Administrator.- The Leadership will listen to your concerns and will attempt to provide a response as soon as possible. It may not always be possible to achieve the results you want, but if it is not, AUDEO will attempt in each case to explain why. No employee will be disciplined or otherwise penalized for raising a good faith concern.

## Employee Relations

One of AUDEO’s primary goals is to successfully meet its responsibilities to you, our employees, both as individuals, and as contributing members of AUDEO. This is accomplished by managing in such a way that you will always be treated with respect and dignity. We believe every person deserves to be treated in this manner, in any situation. We also believe this principle helps make AUDEO successful. And, in this environment, we can work together to solve any problems that may arise.

## Suggestions

We encourage all employees to bring forward their suggestions and good ideas about how the school can be made a better place to work, our programs and services improved, and our service to students, parents, and community enhanced. When you see an opportunity for improvement, please talk it over with your immediate supervisor. He or she can help you bring your idea to the attention of the people in the school who will be responsible for possibly implementing it.

All suggestions are valued and listened to. When

a suggestion from an employee has particular merit, we provide for special recognition of the individual(s) who had the idea.

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when an AUDEO employee raises a complaint or concern about a co- worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

- The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of AUDEO's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chairperson or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, AUDEO values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an AUDEO employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board Chairperson (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

- The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### ***General Requirements***

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate

complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## Appendix A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Audeo Charter School corporation (“AUDEO”) that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that AUDEO may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of AUDEO, you may file this form with the Executive Director or Board Chairperson.

Please review AUDEO’s policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

AUDEO will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, AUDEO will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, AUDEO will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize AUDEO to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that AUDEO will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by AUDEO both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur?

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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize AUDEO to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

*To be completed by AUDEO:*

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur?: \_\_\_\_\_

\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby authorize Audeo Charter School corporation (“AUDEO”) to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

*To be completed by AUDEO:*

Received by: \_\_\_\_\_

Date: \_\_\_\_\_





*AUDEO has been established for providing quality education and making a difference in the lives of its students and their families. We hope you will find satisfaction and pride in your work here. AUDEO is committed to doing its part to assure you of a satisfying work experience. If you have questions after reviewing this manual, please feel free to contact the Human Resources Department at (858) 678-2040.*



## Holidays and School Breaks

<b>Independence Day</b>	July 4, 2024
<b>Labor Day</b>	September 4, 2023
<b>Veterans Day</b>	November 10, 2023
<b>Thanksgiving Holiday</b>	November 20 – 24, 2023
<b>Winter Break</b>	December 18, 2023– January 1, 2024
<b>Martin Luther King, Jr. Day</b>	January 15, 2024
<b>Presidents’ Day Holiday</b>	February 16 – 19, 2024
<b>Spring Break</b>	April 1 - 5, 2024
<b>Memorial Day</b>	May 27, 2024
<b>Juneteenth</b>	June 19, 2024

## **Welcome to** **Audeo Charter School II** *Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Charter School II (“Audeo II,” the “School,” or the “Charter School”) has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at Audeo II, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at Audeo II. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Audeo II is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## ***Official School Correspondence***

All correspondence for the school and its staff should be mailed to:  
10170 Huennekens Street  
San Diego, CA 92121

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## About Our School

Audeo Charter School II is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, Audeo II is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-

the-year calendar better serves many students who seek a non-traditional environment in which to learn. Audeo II was founded in 2016 and serves students in grades K-12.

### ***Core Competency: Transforming Lives***

#### ***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

#### ***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

#### ***Values - How We Do Our Work***

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Charter School II.

#### **Focus on Academic Teaching and Learning**

Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School (“Altus Schools”) which are operated by Audeo Charter School corporation are solely academic in nature and were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools’ sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status



(“DASS”)<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Altus Schools support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

## Instructional Program

Our school is accredited by the Western Association of Schools and Colleges (“WASC”). At Audeo II, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California (“UC”) approved courses for those students planning to attend a UC or California State University (“CSU”) school after the completion of high school. Additionally, we offer National Collegiate Athletics Association (“NCAA”) - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our “university model” is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each Audeo II Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings throughout San Diego and several include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed “On-Demand” teacher is assigned to each student who, in collaboration with the student and parents, assesses the student’s current needs and goals and creates a plan for rapid

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<sup>1</sup> DASS schools have at least 70% of the school’s total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Audeo II ~~offers a recently added a~~ blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Audeo II students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Audeo II has many partnerships and alliances to provide community resources for students and their families.

### ***Home/School Partnership***

The most important relationship we build is the one between the teacher, student, and the student's family. Audeo II encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights,

master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### **Parent Involvement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### Title I Parent Involvement Policy

Board Policy #: 6010

Approved: May 6, 2008

Amended: February 22, 2018, October 20, 2021, June 22, 2023

**Commented [AA1]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

Audeo Charter School II ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

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These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

### **Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
  - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - Parents have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.
3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
  - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.
4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
  - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents

input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.
  
6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
  - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
  
7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
  - Staff is in constant communication with parents to review all involvement and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
  
8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
  - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.
  
9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
  - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. \*
  - The Title 1 Parent Information Meeting is held prior to Open House Events.
  - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
  - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
4. Provide parents of Title I students with timely information about Title I programs.
  - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
  - The Title 1 Parent Meeting is held in the fall of each school year.
5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
  - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
  - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.
6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
  - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.

- Parent emails and contacts are responded to in 24 business hours.
- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

\*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

### **Home-School Compact**

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

### **Building Capacity for Involvement**

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.



- Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
  - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
  - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
- Parent engagement is a focus of the annual needs assessment.
  - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
- Parent courses are offered through Altus University on specific topics that parents have requested.
  - English Learner Advisory Committee Meetings
  - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
  - Provide translation services in other languages, as requested, on important school information.
6. Provide support for parental involvement activities requested by Title I parents.
- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

### **Accessibility**

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

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A copy of the Charter School's complete Policy is available on the website.

### ***Attendance, Lessons, and Course Credits***

Unlike traditional schools where attendance is measured by being physically present in a classroom, Audeo II measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Audeo II, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of Audeo II's Independent Study Policy is available on the school website.

### ***Year-round School Year***

Audeo II has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### ***Student Assessments***

Students at Audeo II are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Audeo II program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Audeo II staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/ta/tg>.

### **California Assessment of Student Performance and Progress (“CAASPP”)**

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	6-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	6-12 English Learners	February- <del>May</del> March
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	6-8, 11	May-June
	<u>California Science Tests (CAST)</u> <u>California Standards Tests (CST)/California Modified Assessment (CMA)</u>	Science	8, 10-12	May-June

### **Audeo II High School Graduation Options**

Audeo II provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Audeo II is dedicated to offering many opportunities for students to succeed. Audeo II offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

#### **Option 1 High School Diploma**

Students graduating with an Option 1 High School Diploma from Audeo II must complete 42 Semester Credits in grades 9-12. Audeo II's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU-bound students should take.

### **Audeo II High School Graduation Course Requirements**

<b>English (8 semester credits)</b>		<b>Mathematics (6 semester credits)</b>	
4 credits - English 1-4*		2 credits - Algebra or Integrated Math 1	
2 credits - American Literature* or Honors American Literature*		2 credits - Geometry or Integrated Math 2	
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*		2 credits - Intermediate Algebra* or Integrated Math 3	
*4 years required		2 credits - Pre-calculus* or Honors Pre-calculus	
		2 credits - Statistics*	
		*3 years required, 4 years recommended	
<b>Science (4 semester credits)</b>		<b>History-Social Science (6 semester credits)</b>	
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)		2 credits - World History*, Geography & Economics*	
2 credits - Life Science (Biology*)		2 credits - US History* or Honors US History*	
*2 years required, 3 years recommended		1 credit - Government*	
		1 credit - Economics	
		2 credits - AP Human Geography (elective)	
<b>General Electives (9 semester credits)</b>	<b>Physical Education (4 semester credits)</b>	<b>Pathways Portfolio (1 semester credit)</b>	
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).	
<b>World Language OR Visual/ Performing Arts (2 semester credits)</b>			
<b>Option A:</b>	<b>Option B:</b>	<b>UC/CSU Option:</b>	
2 credits - World Language (both semesters must be the same language)	2 credits - Visual/Performing Arts	4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended)	
		2 credits - Visual/Performing Arts (both semesters need to be the same course)	
<b>CTE/Service Learning/WEE (2 semester credits)</b>			

<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> 2 credits - Work Experience Education (240 hours of paid employment)
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		
<b>*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.</b>		

### **Option 2 High School Diploma**

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

#### **Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

#### **Admission Requirements and Process**

- Student must be enrolled at Audeo II and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Audeo II Option 2 Committee, outlining why this option best meets the needs of this student.
- Audeo II Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

#### **Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### **HiSet Option**

The ~~new~~ HiSet, ~~one of the new~~ [is a](#) state approved High School Equivalency Exams, ~~and~~ [is](#) included as an option for students to finish their secondary education with "Completer" status. Audeo II students will be able to take the HiSET on-site at an Audeo II resource center, exclusively open to Audeo II students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### **Option 2 Graduation Course Requirements**

<b>English (6 semester credits)</b>		<b>Mathematics (4 semester credits)</b>	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
<b>Science (4 semester credits)</b>		<b>History - Social Science (6 semester credits)</b>	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
<b>General Electives (1 semester credit)</b>	<b>Pathways Portfolio (1 semester credit)</b>	<b>Physical Education (4 semester credits)</b>	
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.	
<b>World Languages and Visual/Performing Arts (2 semester credits)</b>			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)		<b>Option B:</b> 2 credits - Visual/Performing Arts	
<b>CTE/Service Learning/WEE (2 semester credits)</b>			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)		<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> Work Experience Education (240 hours of paid employment)
<b>Grade Point Average (GPA)</b>			
Students must have a minimum GPA of 2.0 in the required courses for Option 2.			

## College Admission Requirements

At Audeo II, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites:

[www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org)

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma ( <i>including UC/CSU-approved coursework</i> )	Diploma ( <i>including UC/CSU-approved coursework</i> )
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math <u>- optional</u>	ACT Assessment plus Writing <b>OR</b> SAT Reasoning Test with Critical Reading, Math & Writing <u>- optional</u>

## NCAA Eligibility

The NCAA Eligibility Center has launched a new website at [ncaa.org/student-athletes/future](http://ncaa.org/student-athletes/future) to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.



A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

### ***Grant Program Notice***

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### ***Grade Suppression***

Students wishing to suppress a "D" or "F" grade earned from an Audeo II - approved accredited school or district outside of Audeo II must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### ***Grade Validation***

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Audeo II.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Audeo II will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### ***College Course Credit***

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### ***Graduating Class Year Determination***

Students who satisfy graduation requirements by the end of July of the school year (i.e., 20-21, 21-22, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

## **Graduation Ceremony**

Graduation is a special and dignified event. Audeo II commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from [AUDEO-Audeo II](#) must complete the following requirements:

- Complete all stated requirements for a high school diploma, **OR** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), **OR** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend **both-required** graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

## **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

## **Senior Exit Orientation**

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in an Audeo II June graduation ceremony.

## **Pathways: Education with a Purpose**

Upon enrollment at Audeo II and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities

are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### ***Pathways/Naviance Family Connection***

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### ***Availability of Prospectus***

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### ***English Learners***

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core

content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### ***Involuntary Removal Process***

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## Enrollment, Student, & Health Services

### **Resource Center Transfer Requests**

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### **Enrollment/Transfer Process**

Students who choose to discontinue enrollment at Audeo II may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Audeo II attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at [https://audeo2.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form\\_SBE.pdf](https://audeo2.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SBE.pdf).

### **Transcript and Records Requests**

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, <https://audeo2.com/request-transcripts/>.

### **Attendance Verification**

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### **Work Permits**

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Audeo II attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### **Health Program**

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### **Health Screenings**

~~Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the following indicated grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and students with an Individualized Health Plan/IEP), Color Vision (1<sup>st</sup> grade) and Hearing Screening (Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and students with an IEP). New students and students referred by parents, student or school staff will be assessed, as indicated. 8<sup>th</sup> and 10<sup>th</sup> or 11<sup>th</sup> grade hearing screening and 8<sup>th</sup> grade vision screening. A wellness screening is also provided for 9<sup>th</sup> graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.~~

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any student child enrolled in the Charter School may file annually with the Executive Director of the school in which the student child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the student (California Education Code 49451) child. Thereupon the student child shall be exempt from any physical examination, but whenever there is a good reason to believe that the student child is suffering from a recognized contagious or infectious disease, the student child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Availability of Health Insurance**

~~Students Children~~—regardless of immigration status (foster youth, pregnant ~~women~~, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is the resource where individuals and families can get affordable health insurance. Upon completing the application, you'll find out if you qualify for free or low-cost health insurance, including Medi-Cal, low-cost insurance for pregnancy through Access for Infants and Mothers (AIM), affordable private health insurance plans and help paying for your health insurance. You may qualify for a free or low-cost program even if you earn as much as \$94,000 a year for a family of four. The State of California created Covered California™ to help you and your family get health insurance.

You can use this application to apply for anyone in your family, even if they already have insurance now. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/support/forms/>

~~Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: [http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)~~

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### **Health Curriculum and Sexual Health Education**

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 6 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the



student's attitudes concerning or practices relating to sex) may be administered to students in grades 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### ***Immunizations and Control of Communicable Disease***

Board Policy #: 1756

Approved: June 24, 2022

Amended: June 22, 2023

**Commented [AA2]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

#### **Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School ~~requires~~ written verification from a doctor or immunization clinic of the following immunizations:

~~Entering students who are not exempt will need the following immunization requirements:~~

**Entering KindergartenTK-12:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
  2. Polio - Four (4) doses
  3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
  4. Hepatitis B (Hep B) - Three (3) doses
- Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

### Entering 7<sup>th</sup> Grade

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for ~~children 7-17 years old~~ the TK/K-12 grade levels (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized/provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

#### **Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized/provides proper documentation of the student's compliance with the immunization requirements as required by law.

#### **Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

#### **Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-~~120372~~.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a

California Department of Public Health standardized medical exemption form as required by law.

- e. Medical exemptions ~~issued before January 1, 2020, will continue to~~ remain valid until the earliest of: 1) the child's enrollments in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.

2. Independent study students who do not attend ANY resource center classes or activities.

- a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

- a. "Grade span" means each of the following:
  - i. Birth to Preschool.
  - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
  - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org>.

A complete copy of Audeo II's Immunizations Policy is available on the school website.

### **Kindergarten Oral Health Assessment**

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students to have an oral health assessment by a licensed dentist or

**Commented [AA3]:** Replace with clean copy of Audeo Corp Policy 1756 (amended 6/24/22)

other licensed or registered dental health professional no later than May 31 of their first year of school enrollment.

### **School Entry Health Exam Requirement for 1<sup>st</sup> Graders**

The State of California law requires a health examination for children entering 1<sup>st</sup> grade to prevent, find, and treat many health problems before they become serious. Therefore, all children must have a health checkup within 18 months before first grade or up to 90 days after starting first grade.

No-cost health examinations are available through the Child Health and Disability (CHDP) program. The CHDP program assists families to meet the first-grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments.

### **Diabetes**

Audeo II provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### **Administration of Medications Policy**

Audeo II staff is responsible for overseeing the administration of medication to students attending Audeo II during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### **Administration of Medication Policy**

Board Policy: 5160

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

Audeo Charter School II ("Charter School") staff is responsible for overseeing the administration of ~~prescribed and over the counter~~ medication to students attending Charter School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

### **Definitions**

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- ~~"Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.~~
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- ~~"Medication" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.~~
- "Regular school day" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

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#### **Administration of ~~Auto-Injectable Epinephrine or Inhaled Asthma~~ Medication with Charter School Assistance**

Any student who is or may be required to take, during the regular schoolday, prescription ~~auto-injectable epinephrine ("EpiPen") or inhaled asthma~~ medication prescribed or ordered for the student by an authorized health care provider ~~may carry and self-administer prescription an EpiPen or inhaled asthma medication~~ may be assisted by the school nurse or designated Charter School personnel.

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication if Charter School ~~receives shall obtain both~~ the appropriate written statements as follows:

1. A written statement from the student's authorized healthcare provider ~~(1)~~ detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and ~~(2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and~~
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the authorized health care provider. ~~(1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.~~

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.~~

#### **Self-Administration of Medication (without Charter School Assistance)**

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student's authorized health care provider 1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and 2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and
2. A written statement from the parent, foster parent, or guardian of the student 1) consenting to the self-administration, (2) providing a release for the school nurse or designated ~~school~~ Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing ~~the Charter School and Charter School and school~~ personnel from civil liability if the self-administering ~~pupil~~ student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Charter School may elect to observe and document the student's ability to safely and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses ~~an EpiPen or inhaled asthma~~ this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.

#### **Staff Training and Emergency Response**



Additional information about staff trainings and the Charter School's response to emergencies ~~can~~ may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. ~~The school~~ Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

~~The~~ Charter School will ensure any Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

~~The~~ Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an ~~epinephrine auto-injector~~ EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

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Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/-~~or~~ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/-~~or~~ guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

#### C. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed a notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

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Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian’s authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student’s health care provider that includes all of the following information:

The student’s name, the name and purpose of the ~~A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider. These written statements specified shall be provided at least annually and more frequently if the medication, its prescribed dosage/amount, frequency of administration, or reason for~~, method of administration ~~changes~~ and the frequency with which the medication may be administered;

Detailed seizure symptoms, including frequency, type, or length of seizures that identify when

- ~~The primary responsibility for the administration of an emergency anti-seizure medication rests with~~becomes necessary;
- The circumstances under which the ~~parent/guardian, medication~~ may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student, ~~and medical professionals~~, after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

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This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee’s office, as applicable.

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Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education (“CDE”), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

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Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer’s personnel file.

Upon receipt of a parent/guardian’s request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

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If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

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#### **Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
  - a. Student's name.
  - b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.
  - g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

\*\*\*\*

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please [see the school website, contact your student's teacher.](#)

#### **Free and Reduced-Price Meals-California Universal Meals Program**

Pursuant to California Law [and the California Universal Meals Program](#), the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free-~~or~~

~~reduced-price~~, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### **Student Wellness Policy**

Board Policy: 1710

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

Audeo Charter School II (“Charter School”) adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## I. **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### **Implementation Plan**

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found ~~for Audeo Charter School at [www.audeocharterschool.net](http://www.audeocharterschool.net) and for The Charter School of San Diego at [www.charterschool-sandiego.net](http://www.charterschool-sandiego.net).~~ on the school's website at [www.audeo2.com](http://www.audeo2.com).

### **Recordkeeping**

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

### **Annual Notification of Policy**

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

### **Triennial Progress Assessments**

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator  
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

#### **Revisions and Updating the Policy**

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

#### **Community Involvement, Outreach and Communications**

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **II. Nutrition**

### **Charter School Meals**

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.



### **Competitive Foods and Beverages**

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### **Fundraising**

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

### **Nutrition Promotion**

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

### **Food and Beverage Marketing in Schools**

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition

standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

### **III. Physical Activity**

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

### **IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy’s wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### **Community Partnerships**

The Charter School will continue to develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

### **Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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## ***Human Trafficking Prevention***

Board Policy: 3172

Approved: May 19, 2021

Amended: March 1, 2023, June 22, 2023

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School") is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

### **Student Instruction**

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

### **Information to Parents/Guardians**

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

### **Staff Training**

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://audeo2.com/student-and-parent-handbook/>). Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

### Available through the School:

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 678-2050.

### Available in the Community:

- The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.
- Please visit the Student Resources page on the school website to find mental health resources in your community.

**Available Nationally:**

- ~~988 Suicide and Crisis Lifeline National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit <https://988lifeline.org/>~~
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, [send a text to 678-678](https://www.thetrevorproject.org/) or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

**Mental Health Notice**

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, ~~please call 988 or please call~~ the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

***Pregnant and Parenting Students***

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to

be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer](#) ~~Chief Business Officer and CFO~~  
[\(858\) 678-4811](#) ~~(858) 678-2048~~  
[Aakle@altusschools.net](mailto:Aakle@altusschools.net) ~~lalipio@altusschools.net~~

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

#### **Other Services/Resources Available**

Audeo II partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2050, OR visit [www.audeo2.com](http://www.audeo2.com).

## Key School Policies

### ***Student Responsibilities***

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship [and the Zero Tolerance Policies](#), and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### ***Student Academic Integrity & Citizenship***

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### ***Internet/Student Use of Technology Policy and Acceptable Use Agreement***

Technology and access to the internet are part of the learning opportunities available at Audeo II. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Audeo II technology.

### ***Student Use of Technology Policy***

[Board Policy: 3130](#)

[Amended: December 11, 2017, February 16, 2022, June 22, 2023](#)

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Audeo Charter School II (“Charter School”) offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Definitions**



Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**“Educational purpose”** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**“Inappropriate use”** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

#### **Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School’s technological resources, the student and the student’s parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student’s parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

#### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students’ access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child’s use of Charter School equipment including but not limited to their child’s access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
  - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
  - b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- 2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - a) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site, including, but not limited to:
    - i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
    - ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described

above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. ~~All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.~~

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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### Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

- 1. Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
- 2. Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
- 3. Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
- 4. Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

**5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

**6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

**7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

**8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

**9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### ***Loitering Law***

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### ***Suspension and Expulsion Policy***

[Board Policy: 3110](#)

[Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023](#)

#### **Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Charter School II ("AUDEO II" or "Charter School"). In ~~creating~~ adopting this policy, AUDEO II has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing

~~those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language ~~that is largely consistent with follows closely mirrors~~ the language of Education Code Section 48900 *et seq.* AUDEO II is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

~~Consistent with this Policy~~When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AUDEO II's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to ~~seek a material revision of~~ amend the charter so long as the amendments comport with legal requirements. AUDEO II staff shall enforce disciplinary ~~rules-policies~~ and procedures fairly and consistently among all students. This policy and its procedures will be ~~printed and~~ distributed annually as part of the student handbook ~~which and~~ will clearly describe discipline expectations.

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

The AUDEO II administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the ~~Executive Director's~~ School Coordinator's office.

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

A student identified as an individual with disabilities or for whom AUDEO II has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AUDEO II will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AUDEO II has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder,~~ and shall inform the student, the student's parent/guardian, ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent, guardian, ~~or educational rights holder's~~ right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, ~~or educational rights holder~~ requests a hearing, the Charter School



shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the ~~pup~~student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student/pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student/pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student/pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in

sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to ~~students~~pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to ~~students~~pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to ~~students~~pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student/pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student/pupil for the purpose of bullying the student/pupil and such that another student/pupil would reasonably believe, or has reasonably believed, that the student/pupil was or is the student/pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student/pupil or a profile using the likeness or attributes of an actual student/pupil other than the student/pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student/pupil to another student/pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student/pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student/pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the ~~student~~pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the ~~student~~pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff,

chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student/pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student/pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student/pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students/pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students/pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students/pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:



- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual student/pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student/pupil for the purpose of bullying the student/pupil and such that another student/pupil would reasonably believe, or has reasonably believed, that the student/pupil was or is the student/pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student/pupil or a profile using the likeness or attributes of an actual student/pupil other than the student/pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student/pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student/pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student/pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~School Coordinator or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

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

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~Executive Director~~School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO II employee who referred the student to the ~~School Coordinator~~Executive Director or designee.

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

At the conference, the ~~student/pupil~~ shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the ~~student/pupil~~ waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a ~~student/pupil~~ for failure of the ~~student/pupil's~~ parent or guardian to attend a conference with AUDEO II officials. Reinstatement of the suspended ~~student/pupil~~ shall not be contingent upon attendance by the ~~student/pupil's~~ parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO II officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

## 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from

school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

#### **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the neutral and impartial Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the ~~pupil~~ student nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator/Executive Director~~ or designee determines that the student ~~pupil~~ has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student ~~pupil~~ confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student ~~pupil~~ makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of AUDEO II's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AUDEO II to any other school district or school to which the student seeks enrollment.

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

AUDEO II may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AUDEO II or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student/pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her/their right to (a) receive five days' notice of their/his/her scheduled testimony, (b) have up to two (2) adult support persons of their/his/her choosing present in the hearing at the time the complaint witness testifies, he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. AUDEO II must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness, he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AUDEO II must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO II. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or

influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the ~~student/pupil~~ being expelled, the complaining witness shall have the right to have ~~their/his/her~~ testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled ~~student/pupil~~, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

#### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to ~~their~~~~his~~~~her~~ educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### **J. Written Notice to Expel**

The ~~School Coordinator~~~~Executive Director~~ or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUDEO II.

The ~~School Coordinator~~~~Executive Director~~ or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

AUDEO II shall maintain records of all student suspensions and expulsions at AUDEO II. Such records shall be made available to the authorizer upon request.

#### **L. No Right to Appeal**

The ~~student~~~~pupil~~ shall have no right of appeal from expulsion from AUDEO II as the Board of Directors' decision to expel shall be final.

#### **M. Expelled ~~Pupils~~Students/Alternative Education**

~~Parents/guardians of pupils~~Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.



AUDEO II shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from AUDEO II shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the ~~student/pupil~~ may reapply to AUDEO II for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a ~~student/pupil~~ after the end of the student's expulsion term or to admit a previously expelled ~~student/pupil~~ from another school district or AUDEO II who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator/Executive Director~~ or designee and the ~~student/pupil~~ and parent/guardian or representative to determine whether the ~~student/pupil~~ has successfully completed the rehabilitation plan and to determine whether the ~~student/pupil~~ poses a threat to others or will be disruptive to the school environment. The ~~School Coordinator/Executive Director~~ or designee shall make a recommendation to the Board of Directors following the meeting regarding the ~~School Coordinator/Executive Director~~'s or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The ~~student/pupil~~'s readmission is also contingent upon AUDEO II's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**

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

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

##### 1. Notification of SELPA

AUDEO II shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AUDEO II or the SELPA would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention

services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the AUDEO II had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO II agree to a change of placement as part of the modification of the behavioral intervention plan.

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

### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AUDEO II believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO II, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO II agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

AUDEO II shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

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

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### ***Dress Code***

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events. Parents/guardians will be notified and students ~~may~~ will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images

- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### **Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy**

[Board Policy: 3320](#)

[Approved: February 16, 2022](#)

[Amended: June 22, 2023](#)

[The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as \("Charter School"\).](#)

The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Audeo Charter School II ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### ***Lost or Damaged School Property***

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### ***Parents' Responsibilities***

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### **Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### **Emergency Procedures and School Safety Plan**

Audeo II Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Audeo II defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Audeo II Comprehensive School Safety Plan is available ~~on the school website and~~ at each Resource Center.

### **School Bus and Passenger Safety**

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### **Transportation Safety Plan**

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and



procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

### **Definitions**

- *"School bus"* is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

*"School activity bus"* is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

### **Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

### **Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the ~~School Coordinator~~ Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students

are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.

4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

#### **Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone

will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.

4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

#### **Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

#### **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

#### **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.

- i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
  4. School bus danger zone(s).
  5. Walking to and from school bus stops.

#### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
  - a. Proper fastening and release of the passenger restraint system;
  - b. Acceptable placement of passenger restraint systems on students;
  - c. Times when the passenger restraint systems should be fastened and released; and
  - d. Acceptable placement of the passenger restraint systems when not in use.

#### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

**School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### ***Non-Discrimination Statement***

Audeo II ("charter school) is committed to equal opportunity for all individuals in education. Audeo II shall promote programs which ensure that discriminatory practices are eliminated in all school activities.



Audeo II does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Audeo II adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Audeo II also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Audeo II does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Audeo II does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Audeo II will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Audeo II Uniform Complaint Procedures ("UCP") Compliance Officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer Chief Business Officer and CFO](#)  
[\(858\) 678-4811 \(858\) 678-2048](#)

10170 Huennekens Street  
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### ***Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy***

Board Policy: 3179

Approved: February 22, 2018

Amended: June 21, 2018, June 22, 2023

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, AUDEO II (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff ~~that who~~ witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, ~~or and~~ volunteer actions and

relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AUDEO II complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altussschools.net](mailto:ttuter@altussschools.net)

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. ~~§-Part~~ 106.1-~~et seq.~~) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law~~these existing laws~~, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of

whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on ~~the student's~~ physical or mental health.
3. Causing a reasonable student to experience a substantial interference with ~~the student's~~ academic performance.
4. Causing a reasonable student to experience a substantial interference with ~~the student's~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, ~~video~~ or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation ~~and-or~~ transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in AUDEO II’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AUDEO II investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School’s education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

AUDEO II has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

AUDEO II advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

AUDEO II informs Charter School employees, students, and parents/guardians of AUDEO II’s policies regarding the use of technology in and out of the classroom. AUDEO II encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **2. Education**

AUDEO II employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AUDEO II advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in

our society and at AUDEO II and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AUDEO II's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AUDEO II informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **3. Professional Development**

AUDEO II annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AUDEO II employees who have regular interaction with students.

AUDEO II informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AUDEO II, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AUDEO II encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO II's students.

### **Grievance Procedures**



## 1. Scope of Grievance Procedures

AUDEO II will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AUDEO II UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO II will utilize the following grievance procedures in addition to its UCP when applicable.

## 2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altusschools.net](mailto:ttuter@altusschools.net)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AUDEO II will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, [Administrator of Instructional Services](#), [School](#) Coordinator, a staff

person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AUDEO II's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO II's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO II will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO II to provide the supportive measures.

### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AUDEO II, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If

the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
    - A statement that AUDEO II prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - AUDEO II may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO II's policies.
  - AUDEO II may remove a respondent from AUDEO II education program or activity on an emergency basis, in accordance with AUDEO II's policies, provided that AUDEO II undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, AUDEO II may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO II offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;

- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
  - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
  - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- AUDEO II will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AUDEO II shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, AUDEO II will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in AUDEO II's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AUDEO II policy.
  - AUDEO II may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at AUDEO II; or
    - The specific circumstances prevent AUDEO II from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

- If a formal complaint of sexual harassment or any of the claims therein are dismissed, AUDEO II will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - AUDEO II will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of AUDEO II's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

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## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AUDEO II or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AUDEO II in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find AUDEO II's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO II's decision or resolution, submit a written appeal to the ~~Chairperson of the Board~~ President of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AUDEO II will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;

- o New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- o The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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- AUDEO II will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

### **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

AUDEO II will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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## ***Educational Equity and Immigration Status Policy***

Board Policy: 1754

Approved: February 16, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School").

Audeo Charter School II ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected. Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive

or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

### **Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.



Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

### **Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However,

the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

### **Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.

(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

### **Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

#### *Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the ~~officer offer~~ that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to ~~produce product an~~ documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
  - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to ~~any may~~ request without first consulting with the Charter School's counsel or other designated agency official
  - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
  - c. Subpoena for production of documents or other evidence
    - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - a. List or copy of the officer's credentials and contact information;
  - b. Identity of all school personnel who communicated with the officer;
  - c. Details of the officer's request;

- d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - e. Charter School personnel's response to the officer's request;
  - f. Any further action taken by the agent; and
  - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

#### **Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within

the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

#### *Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plan may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

#### *Additional Resources*

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.



- The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

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### ***Student Freedom of Speech and Expression Policy***

[Board Policy: 3175](#)

[Approved: February 22, 2011](#)

[Amended: February 22, 2018, February 16, 2022, June 22, 2023](#)

*Audeo Charter School II ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

#### **Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. "*Harassment (including sexual harassment), Intimidation and/or Bullying*": severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.
7. "*Violating Privacy*": publicizing or distributing confidential or private material without permission.

#### *On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy). Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study).

#### B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the

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<sup>2</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

#### *Off- Site Expression*

Off-site student expression, including but not limited to student expression on offsite internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when there is sufficient nexus between the speech and the school. such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.

#### Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression.
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or

d. Breaches of school security devices.

**Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

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### **Teacher Qualifications**

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### **Communication**

Audeo II seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic [Parent Square](#) ~~AlertNow~~-automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page ([www.facebook.com/Altus4U](http://www.facebook.com/Altus4U)) to keep up-to-date on all Audeo II information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

## **Uniform Complaint Policy and Procedures ("UCP")**

Board Policy #: 1500

Adopted/Ratified: May 5, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020; March 1, 2023

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

### **Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs, and
  - School Safety Plans.
- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.



- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
  - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R. sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

#### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio  
 Chief Business Officer and CFO  
 10170 Huennekens Street  
 San Diego, CA 92121  
 (858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

#### **Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

### Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has

personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision") based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

### **Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.

2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.
5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

**Commented [AA4]:** Replace with clean copy of Audeo Corp policy 1500 amended on 3/1/23



A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## **Student Fees Policy**

Board Policy: 1550

Approved: September 11, 2014

Amended: February 16, 2022, June 22, 2023

This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." This student fees policy has been This Policy is adopted by the Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School II ("Audeo" or "Charter School").

### **General Statement of Policy**

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

#### **I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
- (c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

## **II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

## **III. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or

activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

#### **IV. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

#### **V. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

#### **VI. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made

anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

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### ***Suicide Prevention Policy***

[Board Policy: 3191](#)

[Approved: June 22, 2017](#)

[Amended: October 21, 2020, March 18, 2022, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School \("Charter School"\).](#)

~~The Governing Board of Audeo Charter School II ("Charter School")~~[The Board](#) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;

- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.



- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
    - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors).
  - f. How to identify youth who may be at risk of suicide.
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
  - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.

- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

#### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.

b. How to talk with a student about thoughts of suicide.

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

**Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the

situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan;

providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).



4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

<b>Use</b>	<b>Do Not Use</b>
<b><u>"Died by suicide"</u></b> <b>or</b> <b><u>"Took their own life"</u></b>	<b><u>"Committed suicide"</u></b> <b>Note:</b> Use of the word "commit" can imply crime/sin
<b><u>"Attempted suicide"</u></b>	<b><u>"Successful" or "unsuccessful"</u></b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: <http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma

~~associated with seeking mental health, substance abuse, gender identity, or other support services.~~

### **Staff Development**

~~Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:~~

- ~~1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.~~
- ~~2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.~~
- ~~3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.~~
- ~~4. School and community resources and services for students and families in crisis and ways to access them.~~
- ~~5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.~~

### **Intervention and Emergency Procedures**

~~Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.~~

~~When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:~~

- ~~1. Ensure the student's physical safety by one of the following, as appropriate:
 
  - ~~a. Securing immediate medical treatment if a suicide attempt has occurred;~~
  - ~~b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;~~~~

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## **Education for Homeless Children and Youth Policy**

Board Policy: 1750

Approved: February 16, 2022

Amended: September 6, 2022, June 22, 2023

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board of Audeo Charter School ("Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator  
10170 Huennekens Street, San Diego, CA 92121  
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a

student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. ~~(42 U.S.C. § 11432(g)(3)(E).)~~

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career-vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)



If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Charter School including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. ~~(42 U.S.C. § 11433(d)(3))~~  
~~All identified or suspected homeless children and youth will be referred to the Charter School Liaison. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)~~

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Charter School's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

### **High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's

school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary

educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. [Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and](#)

resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

### **School Website Posting**

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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A copy of the complete board policy is available on the Charter School website.

### **Education for Foster and Mobile Youth Policy**

Approved: February 16, 2022

Amended September 6, 2022; June 22, 2023

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#### **Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

#### **Definitions**

- "Foster youth" means any of the following:
  1. A child who has been removed from their home is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 and (whether or not the child has been removed from the child's home by juvenile court).
  - 1-2. A child who is the subject of a petition filed under Welfare and Institutions Code pursuant WIC section 300 or 602. This includes children

who are the subject of cases, has been removed from the child's home by the juvenile court, and is in dependency court and juvenile justice court foster care.

3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 
  - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to ~~Welfare and Institutions Code~~ WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

<sup>3</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed” includes any portion of an individual course, even if the pupil did not complete the entire course.*

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

#### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Ana Maria Rojas  
Equity and Inclusion Administrator  
[arojos@altusschools.net](mailto:arojos@altusschools.net)  
858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.
2. Ensure proper transfer of credits, records, and grades when ~~Foster and Mobile Youth~~ foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate

services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:



1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear

written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>4</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

<sup>4</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

#### Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption

under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, ~~how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:~~

- ~~1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.~~
- ~~2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.~~
- ~~3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.~~

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

~~If an eligible student,~~ Foster and Mobile Youth who was eligible for an exemption and

~~1) was not properly notified of the availability of the exemption, or 2) is not exempted from additional graduation requirements or has~~ previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student ~~at any time within thirty (30) days of the exemption request,~~ if an exemption is requested by the youth and the youth ~~qualifies at one time qualified~~ for the exemption, ~~even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.~~ Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. ~~Inform-Consult with~~ the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. ~~Inform-Consult with~~ the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. ~~Provide-Consult with and provide~~ information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not

reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
- i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
  - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

#### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special

education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

### **Reporting Requirements**

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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### **Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## ***Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education***

**Board Policy: 3325**

**Approved: February 16, 2022**

**Amended: June 22, 2023**

### **A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the



Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who

exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for

participation in educational programs, activities, and school-sponsored events.

5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
  
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
  
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  
  - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
  
8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or

concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person

knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning

process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the

student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule

set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson  
10170 Huennekens Street, San Diego, CA 92121  
(619)-393-2270  
khenderson@altusschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or



the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a

disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in

placement for a child with a disability who violates a code of student conduct.

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

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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or

to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

### **C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or

placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
 San Francisco Office  
 50 United Nations Plaza  
 San Francisco, CA 94102  
 (415) 486-5555 PHONE  
 (415) 486-5570 FAX  
 Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

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A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### ***Special Education/Students with Disabilities/Child Find***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other



agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact [Hayley Beaupre, Administrator of Instructional Services](#), ~~[Veronica Radtke, School Coordinator](#)~~ at (858) 678-2050.

### ***Education Records and Student Information Policy***

Approved: October 19, 2017,

**Amended:** June 21, 2018, February 16, 2022; [June 22, 2023](#)

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The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, [Mirus Secondary School](#), Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

#### **Definitions**

- *"Education Record"*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
  1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
  2. Grades, test scores, courses taken, academic specializations and school activities;
  3. Special education records;
  4. Disciplinary records;
  5. Medical and health records;
  6. Attendance records and records of past schools attended; and/or
  7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social

security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
  2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
  3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
  4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
  5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
  6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- *"Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- **“Directory Information”:** Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

- **“Parent”:** Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- **“Eligible Student”:** Eligible student means a student who has reached eighteen (18) years of age.
- **“School Official”:** A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

**Commented [MB5]:** A video is only appropriately classified under this list if the student’s image is incidental or captured only as part of the background, or if a student is shown participating in school activities that are open to the public and without a specific focus on any individual.

Examples of situations that may cause a video to be an education record and NOT appropriately released as Directory Information:

A school surveillance video showing two students fighting in a hallway, used as part of a disciplinary action, is directly related to the students fighting.

A classroom video that shows a student having a seizure is directly related to that student because the depicted health emergency becomes the focus of the video.

If a school maintains a close-up photo of two or three students playing basketball with a general view of student spectators in the background, the photo is directly related to the basketball players because they are the focus of the photo, but it is not directly related to the students pictured in the background. However, schools often designate photos or videos of students participating in public events (e.g., sporting events, concerts, theater performances, etc.) as directory information and/or obtain consent from the parents or eligible students to publicly disclose photos or videos from these events.

A video recording of a faculty meeting during which a specific student’s grades are being discussed is directly related to that student because the discussion contains PII from the student’s education record.

<https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>

<https://www.cde.state.co.us/cdereval/leatransparencybestpractice>

If the school chooses to include videos within “directory information,” then we recommend providing parents with a Media Release Form at the beginning of each school year.

- *“Legitimate Educational Interest”*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

### **Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent’s or eligible student’s right to require that Charter School not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

### **Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student’s education records;
2. Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;

2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

##### 1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

##### 2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

### 3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent

or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### **Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;



4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School ; and/or
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

#### **Solicitation and Disclosure of Student Information for Immigration Purposes**

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
5. During the enrollment process:
  - a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
  - b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
  - c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.
6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

#### Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

#### **Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendaized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-~~5920~~[520](tel:202520520)

### **Record Retention**

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- *“Mandatory Permanent Student Records”*: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  1. Legal name of student
  2. Date of birth
  3. Method of verification of birth date
  4. Sex of student
  5. Place of birth
  6. Name and address of parent of minor student
  7. Address of minor student if different than above
  8. An annual verification of the name and address of the parent and the residence of the student
  9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
  10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  11. Verification of or exemption from required immunizations
  12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:

1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records"*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
  1. Objective counselor and/or teacher ratings
  2. Standardized test results older than three years
  3. Routine discipline data
  4. Verified reports of relevant behavioral patterns
  5. All disciplinary notices
  6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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A copy of the complete Policy is available on the school website.

### ***Professional Boundaries: Staff/Student Interaction Policy***

Audeo Charter School II ("Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

## II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus,

it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).



2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes.  
(Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

#### **IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;
  - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  
- B. Examples of PROHIBITED actions (corporal punishment)
  - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### **V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

#### **VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

#### **VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

#### **VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

\*\*\*\*

## Holidays and School Breaks

<b>Independence Day</b>	July 4, 2024
<b>Labor Day</b>	September 4, 2023
<b>Veterans Day</b>	November 10, 2023
<b>Thanksgiving Holiday</b>	November 20 – 24, 2023
<b>Winter Break</b>	December 18, 2023– January 1, 2024
<b>Martin Luther King, Jr. Day</b>	January 15, 2024
<b>Presidents' Day Holiday</b>	February 16 – 19, 2024
<b>Spring Break</b>	April 1 - 5, 2024
<b>Memorial Day</b>	May 27, 2024
<b>Juneteenth</b>	June 19, 2024

## Welcome to Audeo Charter School III *Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Charter School III ("Audeo III," the "School," or the "Charter School") has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at Audeo III, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at Audeo III. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Audeo III is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## ***Official School Correspondence***

All correspondence for the school and its staff should be mailed to:  
200 E. Via Rancho Parkway, Suite 143  
Escondido, CA 92025

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### **Steps to Success (Student Learner Outcomes--SLOs)**

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## **About Our School**

Audeo Charter School III is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a

high-quality staff in a safe and supportive environment. As a charter school, Audeo III is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Audeo III serves students in grades 6-12.

### ***Core Competency: Transforming Lives***

#### ***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

#### ***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

#### ***Values - How We Do Our Work***

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Charter School III.

#### **Focus on Academic Teaching and Learning**

Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School (“Altus Schools”) which are operated by Audeo Charter School corporation are solely academic in nature and were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools’ sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status



(“DASS”)<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Altus Schools support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

## Instructional Program

Our school is accredited by the Western Association of Schools and Colleges (“WASC”). At Audeo III, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California (“UC”) approved courses for those students planning to attend a UC or California State University (“CSU”) school after the completion of high school. Additionally, we offer National Collegiate Athletics Association (“NCAA”) - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our “university model” is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. The Audeo III Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed “On-Demand” teacher is assigned to each student who, in collaboration with the student and parents, assesses the student’s current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through

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<sup>1</sup> DASS schools have at least 70% of the school’s total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Audeo III ~~offers recently added~~ a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Audeo III students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Audeo III has many partnerships and alliances to provide community resources for students and their families.

### ***Home/School Partnership***

The most important relationship we build is the one between the teacher, student, and the student's family. Audeo III encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

## ***Parent Involvement Policy***

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

### **Title I Parent Involvement Policy**

**Board Policy #: 6010**

**Approved: May 6, 2008**

**Amended: February 22, 2018, October 20, 2021, June 22, 2023**

**Commented [AA1]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

Audeo Charter School III ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

### **Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
  - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.
3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
  - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.
4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
  - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents

input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.
  
6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
  - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
  
7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
  - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
  
8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
  - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.
  
9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
  - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. \*
  - The Title 1 Parent Information Meeting is held prior to Open House Events.
  - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
  - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
4. Provide parents of Title I students with timely information about Title I programs.
  - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
  - The Title 1 Parent Meeting is held in the fall of each school year.
5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
  - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
  - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.
6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
  - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.

- Parent emails and contacts are responded to in 24 business hours.
- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

\*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

### **Home-School Compact**

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

### **Building Capacity for Involvement**

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPOPPELL).
  - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
  - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
- Parent engagement is a focus of the annual needs assessment.
  - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
- Parent courses are offered through Altus University on specific topics that parents have requested.
  - English Learner Advisory Committee Meetings
  - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
  - Provide translation services in other languages, as requested, on important school information.
6. Provide support for parental involvement activities requested by Title I parents.
- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

### **Accessibility**

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:



- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

\*\*\*\*

A copy of the Charter School's complete Policy is available on the website.

### ***Attendance, Lessons, and Course Credits***

Unlike traditional schools where attendance is measured by being physically present in a classroom, Audeo III measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Audeo III, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of Audeo III's Independent Study Policy is available on the school website.

### ***Year-round School Year***

Audeo III has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### ***Student Assessments***

Students at Audeo III are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Audeo III program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Audeo III staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/ta/tg>.

### **California Assessment of Student Performance and Progress (“CAASPP”)**

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	6-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	6-12 English Learners	February-March
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	6-8, 11	May-June
	<a href="#">California Science Tests (CAST)</a> <a href="#">California Standards Tests (CST)/California Modified Assessment (CMA)</a>	Science	8, 10-12	May-June

### **Audeo III High School Graduation Options**

Audeo III provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Audeo III is dedicated to offering many opportunities for students to succeed. Audeo III offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

#### **Option 1 High School Diploma**

Students graduating with an Option 1 High School Diploma from Audeo III must complete 42 Semester Credits in grades 9-12. Audeo III's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU-bound students should take.

### **Audeo III High School Graduation Course Requirements**

<b>English (8 semester credits)</b>		<b>Mathematics (6 semester credits)</b>	
4 credits - English 1-4*		2 credits - Algebra or Integrated Math 1	
2 credits - American Literature* or Honors American Literature*		2 credits - Geometry or Integrated Math 2	
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*		2 credits - Intermediate Algebra* or Integrated Math 3	
*4 years required		2 credits - Pre-calculus* or Honors Pre-calculus	
		2 credits - Statistics*	
		*3 years required, 4 years recommended	
<b>Science (4 semester credits)</b>		<b>History-Social Science (6 semester credits)</b>	
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)		2 credits - World History*, Geography & Economics*	
2 credits - Life Science (Biology*)		2 credits - US History* or Honors US History*	
*2 years required, 3 years recommended		1 credit - Government*	
		1 credit - Economics	
		2 credits - AP Human Geography (elective)	
<b>General Electives (9 semester credits)</b>	<b>Physical Education (4 semester credits)</b>	<b>Pathways Portfolio (1 semester credit)</b>	
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).	
<b>World Language OR Visual/ Performing Arts (2 semester credits)</b>			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)	<b>Option B:</b> 2 credits - Visual/Performing Arts	<b>UC/CSU Option:</b> 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)	
<b>CTE/Service Learning/WEE (2 semester credits)</b>			

<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> 2 credits - Work Experience Education (240 hours of paid employment)
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		
<b>*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.</b>		

### **Option 2 High School Diploma**

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

#### **Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

#### **Admission Requirements and Process**

- Student must be enrolled at Audeo III and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Audeo III Option 2 Committee, outlining why this option best meets the needs of this student.
- Audeo III Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

#### **Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### **HiSet Option**

The ~~new~~ HiSet ~~is a~~ ~~one of the new~~ state approved High School Equivalency Exams, ~~and~~ is included as an option for students to finish their secondary education with "Completer" status. Audeo III students will be able to take the HiSET on-site at an Audeo III resource center, exclusively open to Audeo III students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### Option 2 Graduation Course Requirements

English (6 semester credits)		Mathematics (4 semester credits)	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
Science (4 semester credits)		History - Social Science (6 semester credits)	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
General Electives (1 semester credit)	Pathways Portfolio (1 semester credit)	Physical Education (4 semester credits)	
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.	
World Languages and Visual/Performing Arts (2 semester credits)			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)		<b>Option B:</b> 2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE (2 semester credits)			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> Work Experience Education (240 hours of paid employment)	
Grade Point Average (GPA)			
Students must have a minimum GPA of 2.0 in the required courses for Option 2.			

## College Admission Requirements

At Audeo III, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org)

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma ( <i>including UC/CSU-approved coursework</i> )	Diploma ( <i>including UC/CSU-approved coursework</i> )
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math - <u>optional</u>	ACT Assessment plus Writing <b>OR</b> SAT Reasoning Test with Critical Reading, Math & Writing - <u>optional</u>

## NCAA Eligibility

The NCAA Eligibility Center has launched a new website at [ncaa.org/student-athletes/future](http://ncaa.org/student-athletes/future) to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

### ***Grant Program Notice***

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### ***Grade Suppression***

Students wishing to suppress a "D" or "F" grade earned from an Audeo III - approved accredited school or district outside of Audeo III must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### ***Grade Validation***

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Audeo III.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Audeo III will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### ***College Course Credit***

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### ***Graduating Class Year Determination***

Students who satisfy graduation requirements by the end of July of the school year (i.e., 20-21, 21-22, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

## **Graduation Ceremony**

Graduation is a special and dignified event. Audeo III commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from ~~AUDEO~~Audeo III must complete the following requirements:

- Complete all stated requirements for a high school diploma, **OR** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), **OR** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend ~~both~~required graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

### **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### **Senior Exit Orientation**

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in an Audeo III June graduation ceremony.

### **Pathways: Education with a Purpose**

Upon enrollment at Audeo III and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities



are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### ***Pathways/Naviance Family Connection***

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### ***Availability of Prospectus***

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### ***English Learners***

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core

content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### ***Involuntary Removal Process***

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## Enrollment, Student, & Health Services

### ***Resource Center Transfer Requests***

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### ***Enrollment/Transfer Process***

Students who choose to discontinue enrollment at Audeo III may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Audeo III attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at [https://audeo3.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form\\_EUHSD.pdf](https://audeo3.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_EUHSD.pdf).

### ***Transcript and Records Requests***

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, ~~<https://audeo3.com/request-transcripts/>~~.

### ***Attendance Verification***

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### ***Work Permits***

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Audeo III attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### **Health Program**

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### **Health Screenings**

~~Students are screened for vision, hearing and scoliosis.~~ State-mandated assessments will be provided for the following indicated-grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and students with an Individualized Health Plan/IEP), Color Vision (1<sup>st</sup> grade) and Hearing Screening (Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and students with an IEP). New students and students referred by parents, student or school staff will be assessed, as indicated. ~~8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.~~

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any student child enrolled in the Charter School may file annually with the Executive Director of the school in which the student child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the student (California Education Code 49451) child. Thereupon the student child shall be exempt from any physical examination, but whenever there is a good reason to believe that the student child is suffering from a recognized contagious or infectious disease, the student child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Availability of Health Insurance**

~~Students, Children~~—regardless of immigration status (foster youth, pregnant ~~women~~, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

~~Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: [http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)~~

Covered California is the resource where individuals and families can get affordable health insurance. Upon completing the application, you'll find out if you qualify for free or low-cost health insurance, including Medi-Cal, low-cost insurance for pregnancy through Access for Infants and Mothers (AIM), affordable private health insurance plans and help paying for your health insurance. You may qualify for a free or low-cost program even if you earn as much as \$94,000 a year for a family of four. The State of California created Covered California™ to help you and your family get health insurance.

You can use this application to apply for anyone in your family, even if they already have insurance now. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/support/forms/>

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### ***Health Curriculum and Sexual Health Education***

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 6 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive

consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### **Immunizations and Control of Communicable Disease**

Board Policy #: 1756

Approved: June 24, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as (“Charter School”). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

#### **Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School ~~requires~~ written verification from a doctor or immunization clinic of the following immunizations:

~~Entering students who are not exempt will need the following immunization requirements:~~

#### **Entering ~~Kindergarten~~TK-12:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
2. Polio - Four (4) doses
3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
4. Hepatitis B (Hep B) - Three (3) doses
5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth

birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

### Entering 7<sup>th</sup> Grade

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for ~~children 7-17 years old~~ the TK/K-12 grade levels (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

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Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

### **Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student ~~has been fully immunized~~ provides proper documentation of the student's compliance with the immunization requirements as required by law.

### **Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

### **Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-~~120372~~.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - c. Medical exemptions ~~issued before January 1, 2020, will continue to~~ remain valid until the earliest of: 1) the child's enrollments in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372;
2. Independent study students who do not attend ANY resource center classes or activities.
  - a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.



3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
  - a. "Grade span" means each of the following:
    - i. Birth to Preschool.
    - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
    - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org>.

**Commented [AA2]:** Replace with clean copy of Audeo Corp Policy 1756 (amended 6/24/22)

A complete copy of Audeo III's Immunizations Policy is available on the school website.

#### ***Kindergarten Oral Health Assessment***

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students to have an oral health assessment by a licensed dentist or other licensed or registered dental health professional no later than May 31 of their first year of school enrollment.

#### ***School Entry Health Exam Requirement for 1<sup>st</sup> Graders***

The State of California law requires a health examination for children entering 1<sup>st</sup> grade to prevent, find, and treat many health problems before they become serious. Therefore, all children must have a health checkup within 18 months before first grade or up to 90 days after starting first grade.

No-cost health examinations are available through the Child Health and Disability (CHDP) program. The CHDP program assists families to meet the first-grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments.

#### ***Diabetes***

Audeo III provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and

warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### ***Administration of Medications Policy***

Audeo III staff is responsible for overseeing the administration of medication to students attending Audeo III during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### ***Administration of Medication Policy***

Board Policy: 5160

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

Audeo Charter School III ("Charter School") staff is responsible for overseeing the administration of ~~prescribed and over-the-counter~~ medication to students attending Charter School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

#### **Definitions**

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- ~~•~~ "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director;
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "Medication" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. ~~Sunscreen is not considered a medication.~~

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- "Regular school day" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

### **Administration of ~~Auto-Injectable Epinephrine or Inhaled Asthma~~ Medication with Charter School Assistance**

Any student who is or may be required to take, during the regular schoolday, prescription ~~auto-injectable epinephrine ("EpiPen") or inhaled asthma~~ medication prescribed or ordered for the student by an authorized health care provider ~~may carry and self-administer prescription an EpiPen or inhaled asthma medication~~ may be assisted by the school nurse or designated Charter School personnel.

~~if~~ In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School ~~receives~~shall obtain both: ~~the appropriate written statements as follows:~~

- ~~1.~~ 1. A written statement from the ~~student's~~ authorized healthcare provider ~~(1)~~ detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and ~~(2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and~~
- ~~2.~~ 2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the authorized health care provider. ~~(1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.~~

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.~~

### **Self-Administration of Medication (without Charter School Assistance)**

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

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1. A written statement from the student's authorized health care provider 1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and 2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and

2. A written statement from the parent, foster parent, or guardian of the student 1) consenting to the self-administration, (2) providing a release for the school nurse or designated ~~school~~Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing ~~the Charter School and Charter School and school~~ personnel from civil liability if the self-administering ~~pup~~student suffers an adverse reaction as a result of self-administering medication.

3.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses ~~an EpiPen or inhaled asthma~~this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.

### **Staff Training and Emergency Response**

Additional information about staff trainings and the Charter School's response to emergencies ~~can~~may be located within the Employment Handbook and/or the School Safety Plan.

#### **A. Response to Anaphylactic Reaction**

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The ~~school~~Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

~~The~~Charter School will ensure any ~~school~~Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary

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resuscitation.

5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an ~~epinephrine auto-injector-EpiPen~~ to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

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#### B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/~~or~~ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/~~or~~ guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

### C. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

The student's name, the name and purpose of the ~~A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider. These written statements specified shall be provided at least annually and more frequently if the medication, its prescribed dosage/amount, frequency of administration, or reason for, method of administration changes and the frequency with which the medication may be administered;~~

Detailed seizure symptoms, including frequency, type, or length of seizures that identify when

- ~~The primary responsibility for the administration of an emergency anti-seizure medication rests with~~ becomes necessary;
- ~~The circumstances under which the parent/guardian medication may be administered;~~
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- ~~A protocol for observing the student, and medical professionals, after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and~~
- How and where the emergency anti-seizure medication will be stored at the school.

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This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

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Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

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Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

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If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

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#### **Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
  - a. Student's name.
  - b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.

- g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

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For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please [see the school website, contact your student's teacher-](#)

### **Free and Reduced-Price Meals-California Universal Meals Program**

Pursuant to California Law [and the California Universal Meals Program](#), the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free-~~or reduced-price~~, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### **Student Wellness Policy**

[Board Policy: 1710](#)

[Approved: February 22, 2018](#)

[Amended: February 16, 2022, June 22, 2023](#)

Audeo Charter School III ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:



- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

#### **I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

##### **Implementation Plan**

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at [www.audeo3.com](http://www.audeo3.com).

##### **Recordkeeping**

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

##### **Annual Notification of Policy**

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The

Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

#### **Triennial Progress Assessments**

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator  
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

#### **Revisions and Updating the Policy**

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

#### **Community Involvement, Outreach and Communications**

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. **Nutrition**

### **Charter School Meals**

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

### **Competitive Foods and Beverages**

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as

punishment for any reason, such as for performance or behavior.

### **Fundraising**

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

### **Nutrition Promotion**

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

### **Food and Beverage Marketing in Schools**

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## **III. Physical Activity**

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

#### **IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### **Community Partnerships**

The Charter School will continue to develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

#### **Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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### ***Human Trafficking Prevention***

**Board Policy: 3172**

**Approved: May 19, 2021**

**Amended: March 1, 2023, June 22, 2023**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School") is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

### **Student Instruction**

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

### **Information to Parents/Guardians**

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

### **Staff Training**

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://audeo3.com/student-and-parent-handbook/>). Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 678-2050.

Available in the Community:

- ~~The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.~~
- ~~Please visit the Student Resources page on the school website to find mental health resources in your community.~~

Available Nationally:

- ~~988 Suicide and Crisis Lifeline National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit <https://988lifeline.org/>~~
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, send a text to 678-678 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

**Mental Health Notice**

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, ~~please call 988 or please call~~ the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals,

and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

### ***Pregnant and Parenting Students***

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer Chief Business Officer and CFO](#)  
[\(858\) 678-4811 \(858\) 678-2048](#)  
[Aakle@altussschools.net](mailto:Aakle@altussschools.net) [lalipio@altussschools.net](mailto:lalipio@altussschools.net)

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

### **Other Services/Resources Available**

Audeo III partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2050, OR visit [www.audeo3.com](http://www.audeo3.com).



## Key School Policies

### ***Student Responsibilities***

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship ~~and the Zero Tolerance Policies~~, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### ***Student Academic Integrity & Citizenship***

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### ***Internet/Student Use of Technology Policy and Acceptable Use Agreement***

Technology and access to the internet are part of the learning opportunities available at Audeo III. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Audeo III technology.

### ***Student Use of Technology Policy***

[Board Policy: 3130](#)

[Amended: December 11, 2017, February 16, 2022, June 22, 2023](#)

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Audeo Charter School III ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

### **Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
  - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
  - b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- 2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless

telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a) A message, text, sound, video, or image.
- b) A post on a social network Internet Web site, including, but not limited to:
  - i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer

networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. ~~All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.~~

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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### Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and

no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

**4. Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

- 5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
- 6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- 9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### **Loitering Law**

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### **Suspension and Expulsion Policy**

Board Policy: 3110

Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023

#### **Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Charter School III ("AUDEO III" or "Charter School"). In ~~creating-adopting~~ this policy, AUDEO III has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. ~~describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ The language that follows closely mirrors ~~is largely consistent with~~ the language of Education Code Section 48900 *et seq.* AUDEO III is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, ~~or~~ expulsion or involuntary removal.

Consistent with this Policy, ~~When the policy is violated,~~ it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AUDEO III's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of amend the charter so long as the amendments comport with legal requirements. AUDEO III staff shall enforce disciplinary ~~rules-policies~~ and procedures fairly and consistently among all students. This policy and its procedures will be ~~printed and~~ distributed annually as part of the ~~S~~ student ~~H~~ handbook which ~~and~~ will clearly describe discipline expectations.

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

The AUDEO III administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the ~~Executive Director's~~ School Coordinator's office.



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

A student identified as an individual with disabilities or for whom AUDEO III has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law ~~mandates-requires~~ additional or different procedures. AUDEO III will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AUDEO III has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder~~, and shall inform the student, ~~and~~ the student's parent/guardian, ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent, guardian's ~~or educational rights holder's~~ right to request a hearing to challenge the involuntary removal. If a student's parent/guardian, ~~or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
  - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an

electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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



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

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any

such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~Executive Director~~School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO III employee who referred the student to the School Coordinator ~~Executive Director~~ or designee.

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

At the conference, the ~~pupil-student~~ shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the ~~pupil-student~~ waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a ~~pupil-student~~ for failure of the ~~pupil’s-student’s~~ parent/~~or~~ guardian to attend a conference with AUDEO III officials. Reinstatement of the suspended ~~pupil-student~~ shall not be contingent upon attendance by the ~~pupil’s-student’s~~ parent/~~or~~ guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO III officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive

school days per suspension. Upon a recommendation of expulsion by the ~~Executive Director~~School Coordinator or designee, the ~~pupil-student~~ and the ~~pupil's-student's parent/guardian or representative~~ will be invited to a conference to determine if the suspension for the ~~pupil-student~~ should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the ~~pupil student~~ or the ~~pupil's parents,~~student's parent/guardian unless the ~~pupil and the pupil's parents~~student and student's parent/guardian fail to attend the conference.

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

#### 4. Homework Assignments During Suspension

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

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

#### **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the neutral and impartial Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or of the student nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~Executive Director~~School Coordinator or designee determines that the ~~pupil student~~ has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

AUDEO III may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AUDEO III or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her/their right to (a) receive five days' notice of his/her/their scheduled testimony, (b) have up to two (2) adult support persons of his/her/their choosing present in the hearing at the time he/she testifies/the complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. AUDEO III must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to

facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~he/she~~ the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AUDEO III must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO III. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have ~~his/hers~~ their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to ~~his/her~~their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **J. Written Notice to Expel**

The ~~Executive Director~~School Coordinator or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUDEO III.

The ~~Executive Director~~School Coordinator or designee shall send a copy of the written notice of the decision

to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

AUDEO III shall maintain records of all student suspensions and expulsions at AUDEO III. Such records shall be made available to the authorizer upon request.

#### **L. No Right to Appeal**

The ~~pupil-student~~ shall have no right of appeal from expulsion from AUDEO III as the Board of Directors' decision to expel shall be final.

#### **M. Expelled ~~Pupils Students~~/Alternative Education**

~~Parents/guardians of pupils~~Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AUDEO III shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from AUDEO III shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AUDEO III for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a ~~pupil-student~~ after the end of the student's expulsion term or to admit a previously expelled ~~pupil-student~~ from another school district or AUDEO III who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~Executive Director~~School Coordinator or designee and the ~~pupil student~~ and parent/guardian or representative to determine whether the ~~student pupil~~ has successfully completed the rehabilitation plan and to determine whether the ~~pupil-student~~ poses a threat to others or will be disruptive to the school environment. The ~~Executive Director~~School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding the ~~Executive Director's~~School Coordinator or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The ~~pupil's student's~~ readmission is also contingent upon AUDEO III's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**

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

offenses set forth above.

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

### 1. Notification of SELPA

AUDEO III shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AUDEO III or the SELPA would be deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

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

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the AUDEO III had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and



- c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO III agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AUDEO III believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO III, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO III agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

AUDEO III shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

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

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### **Dress Code**

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events.

Parents/guardians will be notified and students ~~may will~~ be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### **Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy**

[Board Policy: 3320](#)

[Approved: February 16, 2022](#)

[Amended: June 22, 2023](#)

[The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as \("Charter School"\).](#) The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Audeo Charter School III ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.

- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### ***Lost or Damaged School Property***

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the

payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### ***Parents' Responsibilities***

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### **Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### ***Emergency Procedures and School Safety Plan***

Audeo III Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Audeo III defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Audeo III Comprehensive School Safety Plan is available ~~on the school website and~~ at each Resource

Center.

### ***School Bus and Passenger Safety***

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### **Transportation Safety Plan**

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

### **Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

*"School activity bus"* is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- "*Private passenger vehicle*" is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

### **Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and

supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

### **Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

#### Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

#### Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**



CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

#### **Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

#### **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

#### **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

#### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
  - a. Proper fastening and release of the passenger restraint system;
  - b. Acceptable placement of passenger restraint systems on students;
  - c. Times when the passenger restraint systems should be fastened and released; and
  - d. Acceptable placement of the passenger restraint systems when not in use.

#### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus

drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

#### **School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal

occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.

4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### ***Non-Discrimination Statement***

Audeo III ("charter school") is committed to equal opportunity for all individuals in education. Audeo III shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Audeo III does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Audeo III adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Audeo III also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Audeo III does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Audeo III does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Audeo III will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Audeo III Uniform Complaint Procedures ("UCP") Compliance Officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer/Chief Business Officer and CFO](#)  
 (858) 678-4811 (858) 678-2048  
 10170 Huennekens Street  
 San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### ***Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy***

[Board Policy: 3179](#)  
[Approved: February 22, 2018](#)  
[Amended: June 21, 2018, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School."](#) Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, AUDEO III (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and

citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff ~~that who~~ witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, ~~or and~~ volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AUDEO III complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

#### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altussschools.net](mailto:ttuter@altussschools.net)

#### **Definitions**

##### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

##### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. ~~§-Part~~ 106.1 ~~*et seq.*~~) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

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In accordance with Title IX and California law~~these existing laws~~, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.



- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

#### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and-or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in AUDEO III's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AUDEO III investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School's education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

AUDEO III has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

AUDEO III advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

AUDEO III informs Charter School employees, students, and parents/guardians of AUDEO III's policies regarding the use of technology in and out of the classroom. AUDEO III encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## **2. Education**

AUDEO III employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AUDEO III advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AUDEO III and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AUDEO III's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AUDEO III informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **3. Professional Development**

AUDEO III annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AUDEO III employees who have regular interaction with students.

AUDEO III informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AUDEO III, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AUDEO III encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO III’s students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

AUDEO III will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AUDEO III UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO III will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altusschools.net](mailto:ttuter@altusschools.net)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AUDEO III will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, [Administrator of Instrucional Services, School](#) Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of

supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AUDEO III's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO III's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO III will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO III to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AUDEO III, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
    - A statement that AUDEO III prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal
  - AUDEO III may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO III's policies.
  - AUDEO III may remove a respondent from AUDEO III education program or activity on an emergency basis, in accordance with AUDEO III's policies, provided that AUDEO III undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, AUDEO III may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO III offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - AUDEO III will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AUDEO III shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- Prior to completion of the investigative report, AUDEO III will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in AUDEO III's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AUDEO III policy.
  - AUDEO III may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at AUDEO III; or
    - The specific circumstances prevent AUDEO III from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AUDEO III will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - AUDEO III will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of AUDEO III's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

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## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AUDEO III or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AUDEO III in response to a formal complaint of sexual harassment.



## 6. Right of Appeal

Should the reporting individual find AUDEO III's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO III's decision or resolution, submit a written appeal to the ~~Chairperson of the Board~~President of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AUDEO III will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- AUDEO III will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

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## 7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

AUDEO III will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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## ***Educational Equity and Immigration Status Policy***

Board Policy: 1754

Approved: February 16, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School").

Audeo Charter School III ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected. Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

### **Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School

will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

#### **Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use

such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

#### *Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport

- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

### **Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the ~~officer offer~~ that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to ~~produce product an~~ documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
  - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to ~~any may~~ request without first consulting with the Charter School's counsel or other designated agency official
  - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
  - c. Subpoena for production of documents or other evidence
    - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed

8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - a. List or copy of the officer's credentials and contact information;
  - b. Identity of all school personnel who communicated with the officer;
  - c. Details of the officer's request;
  - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - e. Charter School personnel's response to the officer's request;
  - f. Any further action taken by the agent; and
  - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

#### **Responding to the Detention or Deportation of a Student's Family Member**



Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

#### *Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plan may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

#### *Additional Resources*

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator

- (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

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### ***Student Freedom of Speech and Expression Policy***

[Board Policy: 3175](#)

[Approved: February 22, 2011](#)

[Amended: February 22, 2018, February 16, 2022, June 22, 2023](#)

*Audeo Charter School III ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

#### **Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. *"Fighting Words"*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

#### *On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied

~~(and if denied, why distribution is not in compliance with this Policy). Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.~~

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

#### B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

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<sup>2</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

#### *Off- Site Expression*

Off-site student expression, including but not limited to student expression on offsite internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when there is sufficient nexus between the speech and the school. such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.

#### Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression.
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and

3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

### **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

### **Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.

2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

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### **Teacher Qualifications**

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### **Communication**

Audeo III seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic [Parent Square](#) ~~AlertNow~~-automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page ([www.facebook.com/Altus4U](http://www.facebook.com/Altus4U)) to keep up-to-date on all Audeo III information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### **Uniform Complaint Policy and Procedures ("UCP")**

Board Policy #: 1500

Adopted/Ratified: May 5, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020; [March 1, 2023](#)

**Commented [AA3]:** Insert updated UCP Policy amended 3/1/23

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

### **Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;



- Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs, and
  - School Safety Plans.
- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
  - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

#### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio  
 Chief Business Officer and CFO  
 10170 Huennekens Street  
 San Diego, CA 92121  
 (858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

## Notifications

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

## Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision") based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

### **Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.
5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

#### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## **Student Fees Policy**

Board Policy: 1550

Approved: September 11, 2014

Amended: February 16, 2022, June 22, 2023

This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." This student fees policy has been adopted by the Board of Directors. This Policy is adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. ~~This Policy applies to Audeo Charter School III ("Audeo" or "Charter School").~~

### **General Statement of Policy**

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

#### **I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
- (c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.



## **II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

## **III. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or

activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

#### **IV. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

#### **V. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

#### **VI. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made

anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

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### ***Suicide Prevention Policy***

[Board Policy: 3191](#)

[Approved: June 22, 2017](#)

[Amended: October 21, 2020, March 18, 2022, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School \("Charter School"\).](#)

~~The Governing Board of Audeo Charter School III ("Charter School")~~[The Board](#) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;

- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
    - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors).
  - f. How to identify youth who may be at risk of suicide.
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
  - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.

- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.



Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

#### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.

b. How to talk with a student about thoughts of suicide.

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

**Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the

situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan;

providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

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### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

<b>Use</b>	<b>Do Not Use</b>
<b><u>"Died by suicide"</u></b> <b>or</b> <b><u>"Took their own life"</u></b>	<b><u>"Committed suicide"</u></b> <b>Note:</b> Use of the word "commit" can imply crime/sin
<b><u>"Attempted suicide"</u></b>	<b><u>"Successful" or "unsuccessful"</u></b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:

- Call or Text "988"
- Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: <http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. ~~Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.~~
2. ~~Identify alternatives to suicide and develop coping and resiliency skills.~~
3. ~~Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.~~
4. ~~Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma~~



~~associated with seeking mental health, substance abuse, gender identity, or other support services.~~

### **Staff Development**

~~Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:~~

- ~~1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.~~
- ~~2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.~~
- ~~3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.~~
- ~~4. School and community resources and services for students and families in crisis and ways to access them.~~
- ~~5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.~~

### **Intervention and Emergency Procedures**

~~Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.~~

~~When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:~~

- ~~1. Ensure the student's physical safety by one of the following, as appropriate:
 
  - ~~a. Securing immediate medical treatment if a suicide attempt has occurred;~~
  - ~~b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;~~~~

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## **Education for Homeless Children and Youth Policy**

Board Policy: 1750

Approved: February 16, 2022

Amended: September 6, 2022, June 22, 2023

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board of Audeo Charter School III ("Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator  
10170 Huennekens Street, San Diego, CA 92121  
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies: and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. ~~(42 U.S.C. § 11432(g)(3)(E))~~

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career-vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Charter School including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. ~~(42 U.S.C. § 11433(d)(3))~~  
~~All identified or suspected homeless children and youth will be referred to the Charter School Liaison. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)~~

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Charter School's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

### **High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's

school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary



educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. [Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and](#)

resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

**School Website Posting**

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison’s duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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A copy of the complete board policy is available on the Charter School website.

**Education for Foster and Mobile Youth Policy**

Board Policy: 1752

Approved: February 16, 2022

Amended September 6, 2022; June 22, 2023

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**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as (“Charter School”). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

**Definitions**

- “Foster youth” means any of the following:
  1. A child who has been removed from their home is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 and/(whether or not the child has been removed from the

child' home by juvenile court).

- ~~1-2.~~ A child who is the subject of a petition filed under Welfare and Institutions Code pursuant WIC section 300 or 602. This includes children who are the subject of cases, has been removed from the child's home by the juvenile court, and is in dependency court and juvenile justice court foster care.
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
  - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to [Welfare and Institutions Code WIC](#) sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Ana Maria Rojas  
Equity and Inclusion Administrator  
[arojos@altusschools.net](mailto:arojos@altusschools.net)  
858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.
2. Ensure proper transfer of credits, records, and grades when ~~Foster and Mobile Youth~~ foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the

proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a

military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to

allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

#### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

#### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>4</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.

<sup>4</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.



- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

#### Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school

may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, ~~how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:~~

- ~~1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.~~
- ~~2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.~~
- ~~3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.~~

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an

institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If ~~an eligible student a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) is not exempted from additional graduation requirements or has~~ previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student ~~at any time within thirty (30) days of the exemption request,~~ if an exemption is requested by the youth and the youth ~~qualifies at one time qualified~~ for the exemption, ~~even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.~~ Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. ~~Inform-Consult with~~ the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. ~~Inform-Consult with~~ the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. ~~Provide-Consult with and provide~~ information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the

ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of

reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:**
- i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or**
  - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.**

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

#### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

### **Reporting Requirements**

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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### **Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## ***Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education***

**Board Policy: 3325**

**Approved: February 16, 2022**

**Amended: June 22, 2023**

### **A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy,

Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, [Mirus Secondary School](#) and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to,



or procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific

learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that

the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education

and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting

to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to Charter School policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson  
10170 Huennekens Street, San Diego, CA 92121  
(619)-393-2270  
khenderson@altusschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the

parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
8. The parent/guardian and the School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state



law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k),

until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

### **C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is

reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
 San Francisco Office  
 50 United Nations Plaza  
 San Francisco, CA 94102  
 (415) 486-5555 PHONE  
 (415) 486-5570 FAX  
 Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

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A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### ***Special Education/Students with Disabilities/Child Find***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the

Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Sharnita Moore, School Coordinator at (858) 678-2050.

### ***Education Records and Student Information Policy***

Board Policy: 1212

Approved: October 19, 2017,

**Amended:** June 21, 2018, February 16, 2022; [June 22, 2023](#)

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The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, [Mirus Secondary School](#), Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

#### **Definitions**

- *"Education Record"*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
  1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
  2. Grades, test scores, courses taken, academic specializations and school activities;
  3. Special education records;
  4. Disciplinary records;

5. Medical and health records;
6. Attendance records and records of past schools attended; and/or
7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
  2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
  3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
  4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
  5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
  6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- *"Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of



birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- *"Directory Information"*: [Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed](#). Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:
  1. Student's name
  2. Student's address
  3. Parent/guardian's address
  4. Telephone listing
  5. Student's electronic mail address
  6. Parent/guardian's electronic mail address
  7. Photograph/[video](#)
  8. Date and place of birth
  9. Dates of attendance
  10. Grade level
  11. Participation in officially recognized activities and sports
  12. Weight and height of members of athletic teams
  13. Degrees, honors, and awards received
  14. The most recent educational agency or institution attended
  15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- *"Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- *"Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.
- *"School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School. A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional

service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, [contracted provider of digital educational platforms and/or services](#); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *“Legitimate Educational Interest”*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

### **Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent’s or eligible student’s right to require that Charter School not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

### **Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student’s education records;
2. Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and

5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied,

Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

### 3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate,

misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### **Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

### Solicitation and Disclosure of Student Information for Immigration Purposes

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
5. During the enrollment process:
  - a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
  - b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
  - c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.
6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter



School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

### **Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-~~5920~~[5208520](tel:2025208520)

### **Record Retention**

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- *"Mandatory Permanent Student Records"*: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  1. Legal name of student
  2. Date of birth
  3. Method of verification of birth date
  4. Sex of student
  5. Place of birth
  6. Name and address of parent of minor student
  7. Address of minor student if different than above
  8. An annual verification of the name and address of the parent and the residence of the student
  9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
  10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  11. Verification of or exemption from required immunizations
  12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent

student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
  1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
  2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
  3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
  4. Language training records
  5. Progress slips and/or notices
  6. Parental restrictions regarding access to directory information or related stipulations.
  7. Parental or adult student rejoinders to challenged records and to disciplinary action
  8. Parental authorizations or prohibitions of student participation in specific programs
  9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *“Permitted Student Records”*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
  1. Objective counselor and/or teacher ratings
  2. Standardized test results older than three years
  3. Routine discipline data
  4. Verified reports of relevant behavioral patterns

5. All disciplinary notices
6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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A copy of the complete Policy is available on the school website.

### ***Professional Boundaries: Staff/Student Interaction Policy***

Audeo Charter School III ("Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

## II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

### III. BOUNDARIES

#### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

#### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

#### **Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### **Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).

14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

#### **IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  1. Stopping a student from fighting with another student;
  2. Preventing a pupil from committing an act of vandalism;
  3. Defending yourself from physical injury or assault by a student;
  4. Forcing a pupil to give up a weapon or dangerous object;
  5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
  1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;



3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### **V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

#### **VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

#### **VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

#### **VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

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## Holidays and School Breaks

<b>Independence Day</b>	July 4, 2024
<b>Labor Day</b>	September 4, 2023
<b>Veterans Day</b>	November 10, 2023
<b>Thanksgiving Holiday</b>	November 20 – 24, 2023
<b>Winter Break</b> 2024	December 18, 2023– January 1,
<b>Martin Luther King, Jr. Day</b>	January 15, 2024
<b>Presidents’ Day Holiday</b>	February 16 – 19, 2024
<b>Spring Break</b>	April 1 - 5, 2024
<b>Memorial Day</b>	May 27, 2024
<b>Juneteenth</b>	June 19, 2024

## **Welcome to** **Audeo Valley Charter School** *Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Valley Charter School (“Audeo Valley,” the “School,” or the “Charter School”) has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at Audeo Valley, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at Audeo Valley. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Audeo Valley is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## ***Official School Correspondence***

All correspondence for the school and its staff should be mailed to:  
10170 Huennekens Street  
San Diego, CA 92121

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## About Our School

Audeo Valley Charter School is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous

academic experience from a high-quality staff in a safe and supportive environment. As a charter school, Audeo Valley is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Audeo Valley serves students in grades 6-12.

### ***Core Competency: Transforming Lives***

#### ***Mission - Why We Exist***

- To implement personalized and individualized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

#### ***Vision - What We Strive to Be***

- An educational option that offers a personalized and individualized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

#### ***Values - How We Do Our Work***

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Valley Charter School.

#### **Focus on Academic Teaching and Learning**

Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School (“Altus Schools”) which are operated by Audeo Charter School corporation are solely academic in nature and were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools' sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status ("DASS")<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Altus Schools support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

## Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At Audeo Valley, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation, one-on-one learning with a credentialed teacher, guest speaker events, tutoring, and field trips. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal

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<sup>1</sup> DASS schools have at least 70% of the school's total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their Resource Center, via email or telephone within 24 hours.

Audeo Valley offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Audeo Valley students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Audeo Valley has many partnerships and alliances to provide community resources for students and their families.



### ***Home/School Partnership***

The most important relationship we build is the one between the teacher, student, and the student's family. Audeo Valley encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### ***Parent Involvement Policy***

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### ***Title I Parent Involvement Policy***

[Board Policy #: 6010](#)

[Approved: October 20, 2021](#)

[Amended: June 22, 2023](#)

**Commented [AA1]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

Audeo Valley Charter School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

#### **Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
  - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.

2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.
3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
  - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.
4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
  - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.
5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
  - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
  - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
  - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.
9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
  - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

#### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
  3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. \*
    - The Title 1 Parent Information Meeting is held prior to Open House Events.
    - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
    - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
  4. Provide parents of Title I students with timely information about Title I programs.
    - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
    - The Title I Parent Meeting is held in the fall of each school year.
  5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
    - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
    - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.
  6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.

- Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
- Parent emails and contacts are responded to in 24 business hours.
- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

\*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

### **Home-School Compact**

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

### **Building Capacity for Involvement**

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
  - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
  - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
  - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
  - Parent engagement is a focus of the annual needs assessment.
  - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
  - Parent courses are offered through Altus University on specific topics that parents have requested.
  - English Learner Advisory Committee Meetings
  - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
  - Provide translation services in other languages, as requested, on important school information.
6. Provide support for parental involvement activities requested by Title I parents.
- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

### **Accessibility**

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

\*\*\*\*

A copy of the Charter School's complete Policy is available on the website.

### ***Attendance, Lessons, and Course Credits***

Unlike traditional schools where attendance is measured by being physically present in a classroom, Audeo Valley measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Audeo Valley, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of Audeo Valley's Independent Study Policy is available on the school website.

### ***Year-round School Year***



Audeo Valley has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on your School's website.)

### **Student Assessments**

Students at Audeo Valley are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Audeo Valley program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Audeo Valley staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/ta/tg>.

### **California Assessment of Student Performance and Progress ("CAASPP")**

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP). [Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.](#)

Assessments	Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)	Reading, Language Usage, Mathematics	6-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)	English Language-Reading, Writing, Listening and Speaking	6-12 English Learners	February-March
Physical Fitness Test (PFT)	Physical Fitness Evaluation	7, 9	February

California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	6-8, 11	May-June
	<del>California Science Tests (CAST)</del> <del>California Standards-Tests (CST)</del> /California Modified Assessment (CMA)	Science	8, 10-12	May-June

### **Audeo Valley High School Graduation Options**

Audeo Valley provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Audeo Valley is dedicated to offering many opportunities for students to succeed. Audeo Valley offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

#### **Option 1 High School Diploma**

Students graduating with an Option 1 High School Diploma from Audeo Valley must complete 42 Semester Credits in grades 9-12. Audeo Valley's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU-bound students should take.

## Audeo Valley High School Graduation Course Requirements

English (8 semester credits)		Mathematics (6 semester credits)	
4 credits - English 1-4*		2 credits - Algebra or Integrated Math 1	
2 credits - American Literature* or Honors American Literature*		2 credits - Geometry or Integrated Math 2	
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*		2 credits - Intermediate Algebra* or Integrated Math 3	
*4 years required		2 credits - Pre-calculus* or Honors Pre-calculus	
		2 credits - Statistics*	
		*3 years required, 4 years recommended	
Science (4 semester credits)		History-Social Science (6 semester credits)	
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)		2 credits - World History*, Geography & Economics*	
2 credits - Life Science (Biology*)		2 credits - US History* or Honors US History*	
*2 years required, 3 years recommended		1 credit - Government*	
		1 credit - Economics	
		2 credits - AP Human Geography (elective)	
General Electives (9 semester credits)	Physical Education (4 semester credits)	Pathways Portfolio (1 semester credit)	
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).	
World Language OR Visual/ Performing Arts (2 semester credits)			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)	<b>Option B:</b> 2 credits - Visual/Performing Arts	<b>UC/CSU Option:</b> 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)	
CTE/Service Learning/WEE (2 semester credits)			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> 2 credits - Work Experience Education (240 hours of paid employment)	
Grade Point Average (GPA)			
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.			

**\*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.**

### **Option 2 High School Diploma**

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

#### **Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Audeo Valley Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

#### **Admission Requirements and Process**

- Student must be enrolled at a Audeo Valley school and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Audeo Valley Option 2 Committee, outlining why this option best meets the needs of this student.
- Audeo Valley Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

#### **Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### **HiSet Option**

The ~~new~~ HiSet, ~~is a one of the new~~ state approved High School Equivalency Exams, ~~and~~ is included as an option for students to finish their secondary education with "Completer" status. Audeo Valley students will be able to take the HiSET on-site at an Audeo Valley resource center, exclusively open to Audeo Valley students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### **Option 2 Graduation Course Requirements**

<b>English (6 semester credits)</b>		<b>Mathematics (4 semester credits)</b>	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
<b>Science (4 semester credits)</b>		<b>History - Social Science (6 semester credits)</b>	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
<b>General Electives (1 semester credit)</b>	<b>Pathways Portfolio (1 semester credit)</b>	<b>Physical Education (4 semester credits)</b>	
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.	
<b>World Languages and Visual/Performing Arts (2 semester credits)</b>			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)		<b>Option B:</b> 2 credits - Visual/Performing Arts	
<b>CTE/Service Learning/WEE (2 semester credits)</b>			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> Work Experience Education (240 hours of paid employment)	
<b>Grade Point Average (GPA)</b>			

Students must have a minimum GPA of 2.0 in the required courses for Option 2.
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### College Admission Requirements

At Audeo Valley, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org)

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma ( <i>including UC/CSU-approved coursework</i> )	Diploma ( <i>including UC/CSU-approved coursework</i> )
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math <i>- optional</i>	ACT Assessment plus Writing <b>OR</b> SAT Reasoning Test with Critical Reading, Math & Writing <i>- optional</i>

### NCAA Eligibility

The NCAA Eligibility Center has launched a new website at [ncaa.org/student-athletes/future](http://ncaa.org/student-athletes/future) to help high school student-athletes successfully transition to college. The enhanced online

content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

### ***Grant Program Notice***

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### ***Grade Suppression***

Students wishing to suppress a "D" or "F" grade earned from a Audeo Valley - approved accredited school or district outside of Audeo Valley must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### ***Grade Validation***

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Audeo Valley.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Audeo Valley will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### **College Course Credit**

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### **Graduating Class Year Determination**

Students who satisfy graduation requirements by the end of July of the school year (i.e., 16-17, 17-18, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### **Graduation Ceremony**

Graduation is a special and dignified event. Audeo Valley commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from Audeo Valley must complete the following requirements:

- Complete all stated requirements for a high school diploma, **OR** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), **OR** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend ~~both~~required graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

### **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.



### **Senior Exit Orientation**

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a Audeo Valley June graduation ceremony.

### **Pathways: Education with a Purpose**

Upon enrollment at Audeo Valley and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### **Pathways/Naviance Family Connection**

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### ***Availability of Prospectus***

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### ***English Learners***

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### ***Involuntary Removal Process***

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with

the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **Enrollment, Student, & Health Services**

### ***Resource Center Transfer Requests***

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval

- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### ***Enrollment/Transfer Process***

Students who choose to discontinue enrollment at Audeo Valley may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Audeo Valley attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at [https://audeovalley.com/wp-content/uploads/2021/06/Charter-School-Complaint-Notice-and-Form\\_RCOE.pdf](https://audeovalley.com/wp-content/uploads/2021/06/Charter-School-Complaint-Notice-and-Form_RCOE.pdf).

### ***Transcript and Records Requests***

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website.

~~<https://audeovalley.com/request-transcripts/>~~

### ***Attendance Verification***

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided. Please allow at least one-week lead time.

### ***Work Permits***

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Audeo Valley attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to

receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### **Health Program**

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### **Health Screenings**

~~Students are screened for vision, hearing and scoliosis.~~ State-mandated assessments will be provided for the following indicated grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and students with an Individualized Health Plan/IEP), Color Vision (1<sup>st</sup> grade) and Hearing Screening (Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and students with an IEP). New students and students referred by parents, student or school staff will be assessed, as indicated. ~~8th and 10th or 11th grade hearing screening and 8th grade vision screening.~~ ~~A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.~~

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any student-child enrolled in the Charter School may file annually with the Executive Director of the school in which the student child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the student (California Education Code 49451) child. Thereupon the student child shall be exempt from any physical examination, but whenever there is a good reason to believe that the student child is suffering from a recognized contagious or infectious disease, the student child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Availability of Health Insurance**

Students Children—regardless of immigration status (foster youth, pregnant ~~women~~, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is the resource where individuals and families can get affordable health insurance. Upon completing the application, you'll find out if you qualify for free or low-cost health insurance, including Medi-Cal, low-cost insurance for pregnancy through Access for Infants and Mothers (AIM), affordable private health insurance plans and help paying for your health insurance. You may qualify for a free or low-cost program even if you earn as much as \$94,000 a year for a family of four. The State of California created Covered California™ to help you and your family get health insurance.

You can use this application to apply for anyone in your family, even if they already have insurance now. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/support/forms/>

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: [http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### ***Health Curriculum and Sexual Health Education***

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.

- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### ***Immunizations and Control of Communicable Disease***

[Board Policy #: 1756](#)

[Approved: June 24, 2022](#)

[Amended: June 22, 2023](#)

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, [Mirus Secondary School](#) and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

### **Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. [Entering students who are not exempt must provide](#) Charter School ~~requires~~ written verification from a doctor or immunization clinic of the following immunizations:

~~Entering students who are not exempt will need the following immunization requirements:~~

### **Entering ~~Kindergarten~~TK-12:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
2. Polio - Four (4) doses
3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
4. Hepatitis B (Hep B) - Three (3) doses
5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

### **Entering 7<sup>th</sup> Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for ~~children 7-17 years old~~[the TK/K-12 grade levels](#) (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child's



doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

### **Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student

~~has been fully immunized~~ provides proper documentation of the student's compliance with the immunization requirements as required by law.

### **Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

### **Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-~~120372~~.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - c. Medical exemptions ~~issued before January 1, 2020~~, will continue to remain valid until the earliest of: 1) the child's enrollments in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
  
2. Independent study students who do not attend ANY resource center classes or activities.
  - a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.
  
3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

- a. "Grade span" means each of the following:
  - i. Birth to Preschool.
  - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
  - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 [of the Health & Safety Code](#) and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org>.

A complete copy of Audeo Valley's Immunizations Policy is available on the school website.

#### **Kindergarten Oral Health Assessment**

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students to have an oral health assessment by a licensed dentist or other licensed or registered dental health professional no later than May 31 of their first year of school enrollment.

#### **School Entry Health Exam Requirement for 1<sup>st</sup> Graders**

The State of California law requires a health examination for children entering 1<sup>st</sup> grade to prevent, find, and treat many health problems before they become serious. Therefore, all children must have a health checkup within 18 months before first grade or up to 90 days after starting first grade.

No-cost health examinations are available through the Child Health and Disability (CHDP) program. The CHDP program assists families to meet the first-grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments.

#### **Diabetes**

Audeo Valley provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information

sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### ***Administration of Medications Policy***

Audeo Valley staff is responsible for overseeing the administration of medication to students attending Audeo Valley during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### ***Administration of Medication Policy***

[Board Policy: 5160](#)

[Approved: February 22, 2018](#)

[Amended: February 16, 2022, June 22, 2023](#)

Audeo Valley Charter School ("Charter School") staff is responsible for overseeing the administration of ~~prescribed and over-the-counter~~ medication to students [attending Charter School](#) during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

### **Definitions**

- *"Authorized health care provider"* means an individual who is licensed by the State of California to prescribe medication.
- *"Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director;*

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- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "Medication" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "Regular school day" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

#### **Administration of Medication with Charter School Assistance**

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

#### **Self-Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication (without Charter School Assistance)**

~~Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows: Students will be permitted to self-carry and self-administer prescription~~

medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine (“EpiPen”) and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the ~~pupil~~student is able to self-administer an EpiPen or inhaled asthma medication, and
2. ~~A~~a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter Sschool personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and Charter Sschool personnel from civil liability if the self-administering ~~pupil~~student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Charter School may elect to observe and document the student’s ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses ~~an~~ EpiPen or inhaled asthma this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student’s medical professional.

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student’s medical professional.~~

### **Staff Training and Emergency Response**

Additional information about staff trainings and the Charter School’s response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

#### **A. Response to Anaphylactic Reaction**

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be

suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. ~~The school~~Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

~~The~~ Charter School will ensure any ~~school~~Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

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~~The~~ Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an ~~epinephrine auto-injector~~EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

#### B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the

emergency 911 telephone number and contacting, if possible, the student's parent(s)/~~or~~ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/~~or~~ guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

#### C. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed a notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's

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authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

The student's name, the name and purpose of the ~~A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider. These written statements specified shall be provided at least annually and more frequently if the medication, its prescribed dosage/amount, frequency of administration, or reason for, method of administration changes~~ and the frequency with which the medication may be administered;

Detailed seizure symptoms, including frequency, type, or length of seizures that identify when

- The primary responsibility for the administration of an emergency anti-seizure medication rests with becomes necessary;
- The circumstances under which the ~~parent/guardian~~ medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student, ~~and medical professionals~~, after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure

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medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;

- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

. If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

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### **Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
  - a. Student's name.
  - b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.
  - g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

\*\*\*\*

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.  
contact your student's teacher.

### **Free and Reduced-Price Meals-California Universal Meals Program**

Pursuant to California Law [and the California Universal Meals Program](#), the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free ~~or reduced-price~~, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### **Student Wellness Policy**

[Board Policy: 1710](#)

[Approved: February 22, 2018](#)

[Amended: February 16, 2022, June 22, 2023](#)

Audeo Valley Charter School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.

- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

#### **I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

##### **Implementation Plan**

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at [www.audeovalley.com](http://www.audeovalley.com).

##### **Recordkeeping**

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

##### **Annual Notification of Policy**

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as

possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

### **Triennial Progress Assessments**

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator  
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

### **Revisions and Updating the Policy**

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

### **Community Involvement, Outreach and Communications**

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how

to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **II. Nutrition**

### **Charter School Meals**

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

### **Competitive Foods and Beverages**

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

#### **Fundraising**

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

#### **Nutrition Promotion**

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

#### **Food and Beverage Marketing in Schools**

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

### **III. Physical Activity**

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC

recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

#### **IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### **Community Partnerships**

The Charter School will continue to develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers



and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

### **Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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## ***Human Trafficking Prevention***

**Board Policy: 3172**

**Approved: May 19, 2021**

**Amended: March 1, 2023, June 22, 2023**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School") is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

### **Student Instruction**

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

### **Information to Parents/Guardians**

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

### **Staff Training**

~~Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.~~

~~In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://audeovalley.com/student-parent-handbook/>).~~

~~Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.~~

~~Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.~~

### ***Mental Health Services***

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

#### Available through the School:

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 678-2050.

#### Available in the Community:

- The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.
- Please visit the Student Resources page on the school website to find mental health resources in your community.

#### Available Nationally:

- 988 Suicide and Crisis Lifeline National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit <https://988lifeline.org/>
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, send a text to 678-678 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

#### **Mental Health Notice**

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, please call 988 or ~~please call~~ the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information

about these mental health services are on the school website and mailed out annually to all families.

### ***Pregnant and Parenting Students***

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer, Chief Business Officer and CFO](#)  
[\(858\) 678-4811 \(858\) 678-2048](#)  
[Aakle@altusschools.net](mailto:Aakle@altusschools.net) [lalipio@altusschools.net](mailto:lalipio@altusschools.net)

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

### **Other Services/Resources Available**

Audeo Valley partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2050, OR visit [www.audeovalley.com](http://www.audeovalley.com).

## Key School Policies

### ***Student Responsibilities***

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship ~~and the Zero Tolerance Policies~~, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### ***Student Academic Integrity & Citizenship***

At Audeo Valley, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### ***Internet/Student Use of Technology Policy and Acceptable Use Agreement***

Technology and access to the internet are part of the learning opportunities available at Audeo Valley. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Audeo Valley technology.

### ***Student Use of Technology Policy***

[Board Policy: 3130](#)

[Amended: December 11, 2017, February 16, 2022, June 22, 2023](#)

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Audeo Valley Charter School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

#### **Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

**Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

**Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of

posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
  - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
  - b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- 2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - a) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site, including, but not limited to:
    - i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
    - ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the



dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. ~~All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.~~

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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### Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright

restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

**4. Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

- 5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
- 6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- 9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are

liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### ***Loitering Law***

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### ***Suspension and Expulsion Policy***

Board Policy: 3110

Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023

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#### **Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Valley Charter School ("AUDEO" or "Charter School"). In ~~creating-adopting~~ this policy, ~~AUDEO-The Charter School~~ has reviewed Education Code Section 48900 *et seq.*, which ~~describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ ~~describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ The language that follows ~~closely mirrors~~ largely consistent with the language of Education Code Section 48900 *et seq.* AUDEO is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, ~~or~~ expulsion or involuntary removal.

~~When the policy is violated~~ Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AUDEO's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to ~~amend~~ seek a material revision of the charter so long as the amendments comport with legal requirements. AUDEO staff shall enforce disciplinary ~~rules~~ policies and procedures fairly and consistently among all students. This policy and its procedures will be ~~printed and~~ distributed annually as part of the ~~S~~ student ~~H~~ handbook ~~and~~ which will clearly describe discipline expectations.

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

The AUDEO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the ~~Executive Director's~~ School Coordinator's office.

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

A student identified as an individual with disabilities or for whom AUDEO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law ~~mandates~~ requires additional or different procedures. AUDEO will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AUDEO has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder~~, and shall inform the student, and the student's parent/guardian ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent, guardian ~~s~~ or educational rights holder's right to request a hearing to challenge the

involuntary removal. If a student's parent/~~guardian, or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

<sup>1</sup>The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to



a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation,

which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
  - b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for



stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~Executive Director~~School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO employee who referred the student to the ~~Executive Director~~School Coordinator or designee.

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

At the conference, the ~~pupil~~student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the ~~pupil~~student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a ~~pupil~~student for failure of the ~~pupil’s~~student’s parent/~~or~~ guardian to attend a conference with AUDEO officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the ~~pupil’s~~student’s parent/~~or~~ guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

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

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

### 4. Homework Assignments During Suspension

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

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

## D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the neutral and impartial Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the ~~pupil-student nor~~ a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~Executive Director~~School Coordinator or designee determines that the ~~pupil-student~~ has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

AUDEO may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AUDEO or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her/their right to (a) receive five days' notice of his/her/their scheduled testimony, (b) have up to two (2) adult support persons of his/her/their choosing present in the hearing at the time ~~he/she testifies~~ the complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. AUDEO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she/the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AUDEO must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness

would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have ~~his/her~~ **their** testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure

of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to ~~his/her~~their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **J. Written Notice to Expel**

The ~~Executive Director~~School Coordinator or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUDEO.

The ~~Executive Director~~School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's

name; and b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

AUDEO shall maintain records of all student suspensions and expulsions at AUDEO. Such records shall be made available to the authorizer upon request.

#### **L. No Right to Appeal**

The ~~student~~ ~~pupil~~ shall have no right of appeal from expulsion from AUDEO as the Board of Directors' decision to expel shall be final.

#### **M. Expelled ~~Pupils~~ Students/Alternative Education**

~~Parents/guardians of pupils~~ Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AUDEO shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from AUDEO shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AUDEO for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a ~~pupil~~ student after the end of the student's expulsion term or to admit a previously expelled ~~pupil~~ student from another school district or AUDEO who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~Executive Director~~ School Coordinator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The ~~Executive Director~~ School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding the ~~Executive Director's~~ School Coordinator or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AUDEO's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

## 1. Notification of SELPA

AUDEO shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AUDEO or the SELPA would be deemed to have knowledge that the student had a disability.

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

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

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

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



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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the AUDEO had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AUDEO believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may

request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

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### **Dress Code**

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events. Parents/guardians will be notified and students ~~may will~~ be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images

- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### **Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy**

Board Policy: 3320

Approved: February 16, 2022

Amended: June 22, 2023

The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Audeo Valley Charter School ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.

- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### ***Lost or Damaged School Property***

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### ***Parents' Responsibilities***

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.

- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### **Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### ***Emergency Procedures and School Safety Plan***

Audeo Valley Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Audeo Valley defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Audeo Valley Comprehensive School Safety Plan is available ~~on the school website and~~ at each Resource Center.

### ***School Bus and Passenger Safety***

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan

### **Transportation Safety Plan**

Because Audeo Valley Charter School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

#### **Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

*"School activity bus"* is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- "*Private passenger vehicle*" is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

#### **Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

### **Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.



6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.

- c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
- 4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

#### **Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

#### **Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

#### **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

#### **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

#### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.

- a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
- 3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
  - a. Proper fastening and release of the passenger restraint system;
  - b. Acceptable placement of passenger restraint systems on students;
  - c. Times when the passenger restraint systems should be fastened and released; and
  - d. Acceptable placement of the passenger restraint systems when not in use.

### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

### **School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or

guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### ***Non-Discrimination Statement***

Audeo Valley is committed to equal opportunity for all individuals in education. Audeo Valley shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Audeo Valley does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Audeo Valley adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Audeo Valley also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Audeo Valley does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Audeo Valley does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Audeo Valley will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Audeo Valley Uniform Complaint Procedures ("UCP") Compliance Officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer, Chief Business Officer and CFO](#)  
[\(858\) 678-4811 \(858\) 678-2048](#)  
10170 Huennekens Street  
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### ***Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy***

Board Policy: 3179

Approved: February 22, 2018

Amended: June 21, 2018, June 22, 2023

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Audeo Valley Charter School ("AUDEO" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school ~~administrative offices~~campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff ~~that-who~~ witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.



Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, ~~or~~ and volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AUDEO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator  
("Coordinator"):**

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altusschools.net](mailto:ttuter@altusschools.net)

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. ~~§-Part~~ 106.1 ~~*et seq.*~~) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

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In accordance with ~~these existing laws~~ Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions

and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
- (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
- (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
- (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or

employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and-or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in AUDEO's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AUDEO investigate the allegation of sexual harassment. At the time of filing a

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formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School's education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

AUDEO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

AUDEO advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

AUDEO informs Charter School employees, students, and parents/guardians of AUDEO's policies regarding the use of technology in and out of the classroom. AUDEO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **2. Education**

AUDEO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AUDEO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AUDEO and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AUDEO's bullying prevention education also discusses the differences between

appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AUDEO informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **3. Professional Development**

AUDEO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AUDEO employees who have regular interaction with students.

AUDEO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AUDEO, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AUDEO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO’s students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

AUDEO will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AUDEO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO will utilize the following grievance procedures in addition to its UCP when applicable.

## **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altussschools.net](mailto:ttuter@altussschools.net)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AUDEO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should

immediately contact a teacher, counselor, the Executive Director, [Administrator of Instrucional Services](#), [School Coordinator](#), a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AUDEO's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations,



leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AUDEO, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
    - A statement that AUDEO prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - AUDEO may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO's policies.
  - AUDEO may remove a respondent from AUDEO education program or activity on an emergency basis, in accordance with AUDEO's policies, provided that AUDEO

undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, AUDEO may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - AUDEO will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AUDEO shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, AUDEO will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in AUDEO's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AUDEO policy.
  - AUDEO may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at AUDEO; or
    - The specific circumstances prevent AUDEO from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AUDEO will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - AUDEO will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of AUDEO's code of conduct to the facts;

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- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AUDEO or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AUDEO in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find AUDEO's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO's decision or resolution, submit a written appeal to the ~~Chairperson~~-President of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AUDEO will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- AUDEO will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

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## 7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

AUDEO will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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## ***Educational Equity and Immigration Status Policy***

[Board Policy: 1754](#)

[Approved: February 16, 2022](#)

[Amended: June 22, 2023](#)

The Board of Directors of Audeo Charter School hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as (“Charter School”). Audeo Valley Charter School (“Charter School”) recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School’s sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

### **Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

### **Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

### *Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts

- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.



Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

#### **Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

#### *Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the ~~officer offer~~ that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to ~~produce product an~~ documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.

7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
  - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to ~~any~~ request without first consulting with the Charter School's counsel or other designated agency official
  - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
  - c. Subpoena for production of documents or other evidence
    - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - a. List or copy of the officer's credentials and contact information;
  - b. Identity of all school personnel who communicated with the officer;
  - c. Details of the officer's request;
  - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - e. Charter School personnel's response to the officer's request;
  - f. Any further action taken by the agent; and
  - g. Photo or copy of any documents presented by the agent

10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

#### **Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

#### *Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

#### *Additional Resources*

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

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### ***Student Freedom of Speech and Expression Policy***

[Board Policy: 3175](#)

[Approved: February 22, 2011](#)

[Amended: February 22, 2018, February 16, 2022, June 22, 2023](#)

Audeo Valley Charter School ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

### **Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. "*Harassment (including sexual harassment), Intimidation and/or Bullying*": severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

#### *On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy). Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and

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should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study).

#### B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the

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<sup>2</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.



distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

##### *Off- Site Expression*

Off-site student expression, including but not limited to student expression on offsite internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when ~~such expression poses there is sufficient nexus between the speech and the school. a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.~~

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression.
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

### **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental

restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

### **Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

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### ***Teacher Qualifications***

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a

timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### **Communication**

Audeo Valley seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic [Parent Square AlertNow](#)-automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page ([www.facebook.com/Altus4U](http://www.facebook.com/Altus4U)) to keep up-to-date on all Audeo Valley information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### **Uniform Complaint Policy and Procedures ("UCP")**

Board Policy #: 1500

Adopted/Ratified: May 5, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020; [March 1, 2023](#)

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary and Sweetwater Secondary School ("Audeo or Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5

C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief of Staff and Compliance Officer ("COSCO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Amanda Akle  
Chief of Staff and Compliance Officer  
10170 Huennekens Street  
San Diego, CA 92121 (858) 678-4811

The COSCO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO or designee.

Should a complaint be filed against the COSCO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

#### Notifications

The COSCO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2.A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.

3.A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.

4.A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5.A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6.A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7.A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.

8.A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.



9.A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.

11.A statement that copies of Audeo’s UCP shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section “Scope”, above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, including a person’s duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO or designee shall be made in writing. The period for filing may be extended by the COSCO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

#### Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

#### Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Final Written Decision

Audeo shall issue an investigation report (the "Decision") based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

#### Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint

filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.
5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify

and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

### ***Student Fees Policy***

[Board Policy: 1550](#)

[Approved: September 11, 2014](#)

[Amended: February 16, 2022, June 22, 2023](#)

[This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." This student fees policy has been](#)  
[This Policy is](#) adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. [This Policy applies to Audeo Valley Charter School \("Audeo" or "Charter School"\).](#)

#### **I. General Statement of Policy**

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

## **II. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
- (c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

## **III. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the

educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

#### **IV. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the

parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average unsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)



**V. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

**VI. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

**VII. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial

account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

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## ***Suicide Prevention Policy***

Board Policy: 3191

Approved: June 22, 2017

Amended: October 21, 2020, March 18, 2022, June 22, 2023

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The Board of Directors of Audeo Charter School, Inc. hereby adopts this Policy to apply to The Governing Board of Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School").

The Board recognizes that suicide is a major cause of death among youth and should be taken seriously. ~~In order to~~To attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, the county mental health plan and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide are properly adopted, implemented, and updated, The Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal

beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.  
Charter School shall ensure that measures and strategies for students in grades K-6 are age-appropriate and delivered and discussed in a manner that is sensitive to the needs of young students.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.

- v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
- vi. Youth who have suffered traumatic experiences.
- vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health.
- b. Common misconceptions about suicide.
- c. Charter School and community suicide prevention resources.
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- e. The factors associated with suicide (risk factors, warning signs, protective factors).
- f. How to identify youth who may be at risk of suicide.
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

#### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs,

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intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry. Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

#### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

#### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

- a. Suicide risk factors, warning signs, and protective factors.
- b. How to talk with a student about thoughts of suicide.

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

- c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

## **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).



Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

#### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.

- c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
  4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.
  5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
  6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School

counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed, and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school

~~counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students. Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.~~

### **Supporting Students during or after a Mental Health Crisis**

~~Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.~~

### **Responding After a Suicide Death (Postvention)**

~~A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:~~

~~The suicide prevention liaison shall:~~

- ~~1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 
  - ~~a. Confirm death and cause.~~
  - ~~b. Identify a staff member to contact deceased's family (within 24 hours).~~
  - ~~c. Enact the Suicide Postvention Response.~~
  - ~~d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).~~~~
- ~~2. Coordinate an all-staff meeting, to include:
 
  - ~~a. Notification (if not already conducted) to staff about suicide death.~~
  - ~~b. Emotional support and resources available to staff.~~
  - ~~c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).~~
  - ~~d. Share information that is relevant and that which you have permission to disclose.~~~~
- ~~3. Prepare staff to respond to needs of students regarding the following:~~

- a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
  5. Identify students affected by suicide death but not at risk of imitative behavior.
  6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
  7. Consider funeral arrangements for family and school community.
  8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
  9. Identify media spokesperson if needed.
  10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

<b>Use</b>	<b>Do Not Use</b>
<p><b><u>“Died by suicide”</u></b>  <b><u>or</u></b>  <b><u>“Took their own life”</u></b></p>	<p><b><u>“Committed suicide”</u></b>  <b><u>Note:</u></b> <u>Use of the word “commit” can imply crime/sin</u></p>
<p><b><u>“Attempted suicide”</u></b></p>	<p><b><u>“Successful” or “unsuccessful”</u></b>  <b><u>Note:</u></b> <u>There is no success, or lack of success, when dealing with suicide</u></p>

11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.

c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

1. The Executive Director shall:

a) Confirm death and cause.

b) Identify a staff member to contact deceased's family (within 24 hours).

c) Enact the Suicide Postvention Response.

d) Notify all staff members (ideally in person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:

a) Notification (if not already conducted) to staff about suicide death.

b) Emotional support and resources available to staff.

c) Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration). Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:

a) Review of protocols for referring students for support/assessment.

b) Talking points for staff to notify students.

c) Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Include long-term suicide postvention responses:
  - a) Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b) Support siblings, close friends, teachers, and/or students of deceased.
  - c) Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

#### **Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

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### ***Education for Homeless Children and Youth Policy***

Board Policy: 1750

Approved: February 16, 2022

Amended: September 6, 2022, June 22, 2023

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). Audeo Valley Charter School ("Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not



stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

**Ana Maria Rojas**  
**Equity and Inclusion Administrator**  
 858-678-4818  
 10170 Huennekens Street  
 San Diego, CA 92121

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

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2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School .
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. ~~(42 U.S.C. § 11432(g)(3)(E).)~~

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the

best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career-vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Charter School including the Charter School Liaison will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. ~~(42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison. The Charter School Liaison will verify that the Charter School is providing the required~~

training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Charter School's homeless education program policies; and  
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

### **High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption

and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

#### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. [Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.](#)

### **School Website Posting**

[Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:](#)

- [The name and contact information of the Charter School Liaison\(s\) for homeless children and youths.](#)
- [The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.](#)
- [Specific information regarding the educational rights and resources available to persons experiencing homelessness.](#)

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A copy of the complete board policy is available on the Charter School website.

## Education for Foster and Mobile Youth Policy

Board Policy: 1752

Approved: February 16, 2022

Amended September 6, 2022; June 22, 2023

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### Introduction

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). Audeo Valley Charter School ("Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

### Definitions

- "Foster youth" means any of the following:

1. A child who ~~has been removed from their home is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 and (whether or not the child has been removed from the child' home by juvenile court).~~
- 1-2. A child who is the subject of a petition filed ~~under Welfare and Institutions Code pursuant WIC section 300 or 602. This includes children who are the subject of cases, has been removed from the child's home by the juvenile court, and is in dependency court and juvenile justice court foster care.~~
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
  - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
5. A child who is the subject of a voluntary placement agreement, as defined in

<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.



[WIC section 11400.](#)

- *"Former juvenile court school pupil"* means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.
  - *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to ~~Welfare and Institutions Code~~ [WIC](#) sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
  - *"Partial coursework satisfactorily completed"* [includes any portion of an individual course, even if the pupil did not complete the entire course.](#)

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

#### Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

**Ana Maria Rojas**  
**Equity and Inclusion Administrator**  
[arojas@altussschools.net](mailto:arojas@altussschools.net)  
 858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when ~~Foster and Mobile Youth~~[foster youth](#) transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is

rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

- c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Administrator or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

#### Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

#### Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

- b. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>4</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

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<sup>4</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

#### Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 [based on the average age of students in the third or fourth year of high school](#) may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, ~~how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities~~

~~available through the California Community Colleges and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:~~

- ~~1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.~~
- ~~2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.~~
- ~~3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.~~

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

~~If an eligible student a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) is not exempted from additional graduation requirements or has~~ previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student ~~at any time~~ within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth ~~qualifies at one time~~ qualified for the exemption, ~~even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.~~ Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. ~~Inform~~ Consult with the student and the student's ERH of the student's option to remain



in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform-Consult with the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide-Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the

following:

- 1) Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
  - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
  - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety (“ASES”) Program operated by the Charter School.

### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

### **Reporting Requirements**

Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, “pupil category” means the categories of pupils identified in the “Definitions” section of this Policy, above.

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### **Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## ***Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education***

**Board Policy: 3325**  
**Approved: February 16, 2022**

Amended: June 22, 2023

#### **A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School hereafter collectively referred to as ("Charter School").

Audeo Valley Charter School ("Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to

participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

**B. Referral, Assessment and Evaluation Procedures**

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the

student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.



9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. **504 Plan**

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program

and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

**D. Review of the Student's Progress**

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

**E. Procedural Safeguards**

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to Charter School policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson  
10170 Huennekens Street, San Diego, CA 92121  
(619)-393-2270  
khenderson@altusschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
8. The parent/guardian and the School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. **Suspension and Expulsion, Special Procedures for Students with Disabilities**

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or

protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

### 3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

### 4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of

the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

### **C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and



extracurricular activities offered by Charter School .

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
 San Francisco Office  
 50 United Nations Plaza  
 San Francisco, CA 94102  
 (415) 486-5555 PHONE  
 (415) 486-5570 FAX  
 Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson, 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

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A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### ***Special Education/Students with Disabilities/Child Find***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact [Sharnita Moore](#) ~~Veronica Ballman~~, School Coordinator at (858) 678-2050.

### ***Education Records and Student Information Policy***

Board Policy: 1212

Approved: October 19, 2017,

**Amended:** June 21, 2018, February 16, 2022; [June 22, 2023](#)

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The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, [Mirus Secondary School](#), Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

#### **Definitions**

- *"Education Record"*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
  1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;

2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended; and/or
7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
  2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
  3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
  4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
  5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
  6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- "*Personally Identifiable Information*": Personally identifiable information ("PII") is

information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- *"Directory Information"*: [Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.](#) Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent/guardian's electronic mail address
7. Photograph/[video](#)
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

- *"Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- *"Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.

- *"School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, [contracted provider of digital educational platforms and/or services](#); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.
- *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

#### **Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

#### **Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;

3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

##### 1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

##### 2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited

to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

### 3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more



individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### **Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations (“C.F.R.”) Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

#### Solicitation and Disclosure of Student Information for Immigration Purposes

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
5. During the enrollment process:
  - a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
  - b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
  - c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited

purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

### **Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written

consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-[59208520](tel:59208520)

### **Record Retention**

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- *"Mandatory Permanent Student Records"*: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  1. Legal name of student
  2. Date of birth
  3. Method of verification of birth date
  4. Sex of student
  5. Place of birth
  6. Name and address of parent of minor student
  7. Address of minor student if different than above
  8. An annual verification of the name and address of the parent and the residence of the student
  9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
  10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  11. Verification of or exemption from required immunizations

## 12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
  1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
  2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
  3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
  4. Language training records
  5. Progress slips and/or notices
  6. Parental restrictions regarding access to directory information or related stipulations.
  7. Parental or adult student rejoinders to challenged records and to disciplinary action
  8. Parental authorizations or prohibitions of student participation in specific programs
  9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *“Permitted Student Records”*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
  1. Objective counselor and/or teacher ratings
  2. Standardized test results older than three years
  3. Routine discipline data
  4. Verified reports of relevant behavioral patterns
  5. All disciplinary notices
  6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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A copy of the complete Policy is available on the school website.

### ***Professional Boundaries: Staff/Student Interaction Policy***

Audeo Valley Charter School (“Charter School”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

## II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.



### III. BOUNDARIES

#### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

#### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

#### **Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### **Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).

14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

#### **IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  1. Stopping a student from fighting with another student;
  2. Preventing a pupil from committing an act of vandalism;
  3. Defending yourself from physical injury or assault by a student;
  4. Forcing a pupil to give up a weapon or dangerous object;
  5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
  1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### **V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

#### **VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

#### **VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

#### **VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

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## Holidays and School Breaks

<b>Independence Day</b>	July 4, 2024
<b>Labor Day</b>	September 4, 2023
<b>Veterans Day</b>	November 10, 2023
<b>Thanksgiving Holiday</b>	November 20 – 24, 2023
<b>Winter Break</b>	December 18, 2023– January 1, 2024
<b>Martin Luther King, Jr. Day</b>	January 15, 2024
<b>Presidents' Day Holiday</b>	February 16 – 19, 2024
<b>Spring Break</b>	April 1 - 5, 2024
<b>Memorial Day</b>	May 27, 2024
<b>Juneteenth</b>	June 19, 2024

## **Welcome to** **Grossmont Secondary School** *Transforming Lives*

You are enrolled in one of the best charter schools in California. At Grossmont Secondary School ("GSS," the "School," or the "Charter School") we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at GSS. Our students' progress and academic achievement is important to us. We

ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

GSS is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## ***Official School Correspondence***

All correspondence for the school and its staff should be mailed to:  
111 Fletcher Parkway  
El Cajon, CA 92020

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## About Our School

Grossmont Secondary School (GSS) is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, GSS is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Grossmont Secondary School serves students in grades 7-12.

### ***Core Competency: Transforming Lives***

#### ***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

#### ***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.



- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

### **Values - How We Do Our Work**

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Grossmont Secondary School.

### **Focus on Academic Teaching and Learning**

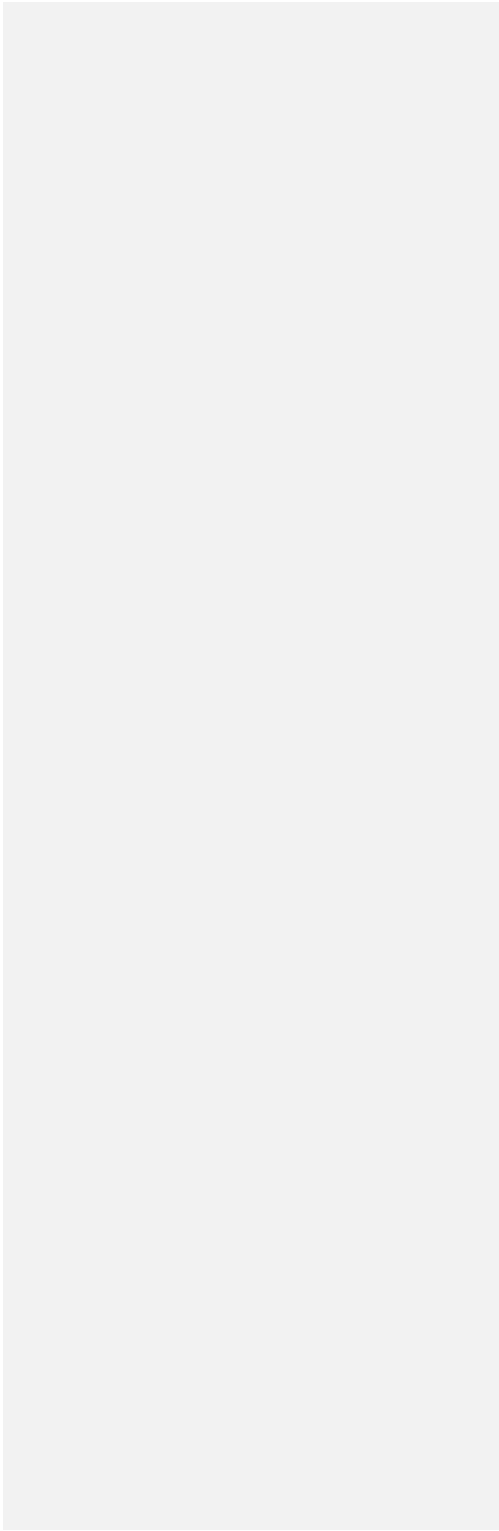
Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School (“Altus Schools”) which are operated by Audeo Charter School corporation are solely academic in nature and were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools’ sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students’ successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status (“DASS”)<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Altus Schools support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

<sup>1</sup> DASS schools have at least 70% of the school’s total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

|



## Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At GSS, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each GSS Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings and may include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

GSS also offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

GSS students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, GSS has many partnerships and alliances to provide community resources for students and their families.

### ***Home/School Partnership***

The most important relationship we build is the one between the teacher, student, and the student's family. GSS encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### ***Parent Involvement Policy***

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### ***Title I Parent Involvement Policy***

**Board Policy #: 6010**

**Approved: February 22, 2018**

**Amended: October 20, 2021, June 22, 2023**

**Commented [AA1]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

Grossmont Secondary School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

#### **Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
  - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
  - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.
4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
  - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.
5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.
6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
  - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
  - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

- Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.
9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

#### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. \*
  - The Title 1 Parent Information Meeting is held prior to Open House Events.
  - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
  - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
4. Provide parents of Title I students with timely information about Title I programs.
  - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
  - The Title 1 Parent Meeting is held in the fall of each school year.
5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
  - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.

- Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
- Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
- Parent emails and contacts are responded to in 24 business hours.
- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

\*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

#### **Home-School Compact**

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

#### **Building Capacity for Involvement**

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.



- Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPOP~~PELL~~).
    - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
    - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
  3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
    - Parent engagement is a focus of the annual needs assessment.
    - Parental involvement is a key feature of the teacher training program.
  4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
    - Parent courses are offered through Altus University on specific topics that parents have requested.
    - English Learner Advisory Committee Meetings
    - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
  5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
    - Provide translation services in other languages, as requested, on important school information.
  6. Provide support for parental involvement activities requested by Title I parents.
    - Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

## Accessibility

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

\*\*\*\*

A copy of the Charter School's complete Policy is available on the website.

### ***Attendance, Lessons, and Course Credits***

Unlike traditional schools where attendance is measured by being physically present in a classroom, GSS measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at GSS, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of GSS's Independent Study Policy is available on the school website.

### ***Year-round School Year***

GSS has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### ***Student Assessments***

Students at GSS are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our GSS program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

GSS staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/ta/tg>.

### **California Assessment of Student Performance and Progress (“CAASPP”)**

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	7-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	7-12 English Learners	February-March
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	7-8, 11	May-June
	<u>California Science Tests (CAST)</u> <u>California Standards Tests (CST)/California Modified Assessment (CMA)</u>	Science	8, 10-12	May-June

### **GSS High School Graduation Options**

GSS provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at GSS is dedicated to offering many opportunities for students to succeed. GSS offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

#### **Option 1 High School Diploma**

Students graduating with an Option 1 High School Diploma from GSS must complete 42 Semester Credits in grades 9-12. GSS's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU-bound students should take.

### **GSS High School Graduation Course Requirements**

English (8 semester credits)		Mathematics (6 semester credits)	
4 credits - English 1-4*		2 credits - Algebra or Integrated Math 1	
2 credits - American Literature* or Honors American Literature*		2 credits - Geometry or Integrated Math 2	
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*		2 credits - Intermediate Algebra* or Integrated Math 3	
*4 years required		2 credits - Pre-calculus* or Honors Pre-calculus	
		2 credits - Statistics*	
		*3 years required, 4 years recommended	
Science (4 semester credits)		History-Social Science (6 semester credits)	
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)		2 credits - World History*, Geography & Economics*	
2 credits - Life Science (Biology*)		2 credits - US History* or Honors US History*	
*2 years required, 3 years recommended		1 credit - Government*	
		1 credit - Economics	
		2 credits - AP Human Geography (elective)	
General Electives (9 semester credits)	Physical Education (4 semester credits)	Pathways Portfolio (1 semester credit)	
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).	
World Language OR Visual/ Performing Arts (2 semester credits)			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)	<b>Option B:</b> 2 credits - Visual/Performing Arts	<b>UC/CSU Option:</b> 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)	
CTE/Service Learning/WEE (2 semester credits)			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> 2 credits - Work Experience Education (240 hours of paid employment)	

#### Grade Point Average (GPA)

All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.

*\*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.*

### **Option 2 High School Diploma**

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

#### **Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

#### **Admission Requirements and Process**

- Student must be enrolled at GSS and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the GSS Option 2 Committee, outlining why this option best meets the needs of this student.
- GSS Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

#### **Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### ***HiSet Option***

~~The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. GSS students will be able to take the HiSET on-site at a GSS resource center, exclusively open to GSSGSS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.~~

### Option 2 Graduation Course Requirements

English (6 semester credits)		Mathematics (4 semester credits)	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
Science (4 semester credits)		History - Social Science (6 semester credits)	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
General Electives (1 semester credit)	Pathways Portfolio (1 semester credit)	Physical Education (4 semester credits)	
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.	
World Languages and Visual/Performing Arts (2 semester credits)			
<b>Option A:</b> 2 credits - World Language (both semesters must be by the same language)		<b>Option B:</b> 2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE (2 semester credits)			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> Work Experience Education (240 hours of paid employment)	
Grade Point Average (GPA)			
Students must have a minimum GPA of 2.0 in the required courses for Option 2.			

### HiSet Option

The HiSet, is a state approved High School Equivalency Exam, and is included as an option for students to finish their secondary education with "Completer" status. GSS students will be able to take the HiSET on-site at aGSS resource center, exclusively open to GSSGSS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

## College Admission Requirements

At GSS, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below. For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org)

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma ( <i>including UC/CSU-approved coursework</i> )	Diploma ( <i>including UC/CSU-approved coursework</i> )
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math - <a href="#">optional</a>	ACT Assessment plus Writing <b>OR</b> SAT Reasoning Test with Critical Reading, Math & Writing - <a href="#">optional</a>

## NCAA Eligibility

The NCAA Eligibility Center has launched a new website at [ncaa.org/student-athletes/future](http://ncaa.org/student-athletes/future) to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

## Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### ***Grade Suppression***

Students wishing to suppress a "D" or "F" grade earned from a GSS - approved accredited school or district outside of GSS must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### ***Grade Validation***

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from GSS.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

GSS will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### ***College Course Credit***

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### ***Graduating Class Year Determination***

Students who satisfy graduation requirements by the end of July of the school year (i.e., 21-22, 22-23, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### ***Graduation Ceremony***

Graduation is a special and dignified event. GSS commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from AUDEO must complete the following requirements:

- Complete all stated requirements for a high school diploma, **OR** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), **OR** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and



the CDE.

- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend **both-required** graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

#### **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

#### **Senior Exit Orientation**

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a GSS June graduation ceremony.

#### **Pathways: Education with a Purpose**

Upon enrollment at GSS and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

#### **Pathways/Naviance Family Connection**

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### ***Availability of Prospectus***

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### ***English Learners***

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### ***Involuntary Removal Process***

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the

Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **Enrollment, Student, & Health Services**

### ***Resource Center Transfer Requests***

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### ***Enrollment/Transfer Process***

Students who choose to discontinue enrollment at GSS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet GSS attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at [https://grossmontsecondarycharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form\\_SBE.pdf](https://grossmontsecondarycharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SBE.pdf).

### ***Transcript and Records Requests***

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website [\\_https://grossmontsecondarycharter.com/request-transcripts/](https://grossmontsecondarycharter.com/request-transcripts/).

### ***Attendance Verification***

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### ***Work Permits***

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting GSS attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### ***Health Program***

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### ***Health Screenings***

~~Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the following indicated grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and students with an Individualized Health Plan/IEP), Color Vision (1<sup>st</sup> grade) and Hearing Screening (Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and students with an IEP). New students and students referred by parents, student or school staff will be assessed, as indicated. 8<sup>th</sup> and 10<sup>th</sup> or 11<sup>th</sup> grade hearing screening and 8<sup>th</sup> grade vision screening. A wellness screening is also provided for 9<sup>th</sup> graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.~~

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any student child enrolled in the Charter School may file annually with the Executive Director of the school in which the student child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the student (California Education Code 49451) child. Thereupon the child student shall be exempt from any physical examination, but whenever there is a good reason to believe that the student child is suffering from a recognized contagious or infectious disease, the student child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Availability of Health Insurance**

~~Students Children~~—regardless of immigration status (foster youth, pregnant ~~women~~, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

~~Covered California is the resource where individuals and families can get affordable health insurance. Upon completing the application, you'll find out if you qualify for free or low-cost health insurance, including Medi-Cal, low-cost insurance for pregnancy through Access for Infants and Mothers (AIM), affordable private health insurance plans and help paying for your health insurance. You may qualify for a free or low-cost program even if you earn as much as \$94,000 a year for a family of four. The State of California created Covered California™ to help you and your family get health insurance.~~

~~You can use this application to apply for anyone in your family, even if they already have insurance now. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/support/forms/>~~

~~Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.allinforhealth.org/>.~~

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### **Health Curriculum and Sexual Health Education**

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 7 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### ***Immunizations and Control of Communicable Disease***

[Board Policy #: 1756](#)

[Approved: June 24, 2022](#)

[Amended: June 22, 2023](#)

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

### **Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

#### **Entering KindergartenTK-12:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
2. Polio - Four (4) doses
3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
4. Hepatitis B (Hep B) - Three (3) doses
5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

#### **Entering 7<sup>th</sup> Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old the TK/K-12 grade levels (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the

California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized, provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

#### **Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized, provides proper documentation of the student's compliance with the immunization requirements as required by law.

#### **Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

#### **Exemptions from Immunization Requirements**



All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-~~120372~~.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - c. Medical exemptions ~~issued before January 1, 2020~~, will continue to remain valid until the earliest of: 1) the child's enrollments in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
  
2. Independent study students who do not attend ANY resource center classes or activities.
  - a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.
  
3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
  - a. "Grade span" means each of the following:
    - i. Birth to Preschool.
    - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
    - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org>.

**Commented [AA2]:** Replace with clean copy of Audeo Corp Policy 1756 (amended 6/24/22)

A complete copy of GSS's Immunizations Policy is available on the school website.

### ***Kindergarten Oral Health Assessment***

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students to have an oral health assessment by a licensed dentist or other licensed or registered dental health professional no later than May 31 of their first year of school enrollment.

### ***School Entry Health Exam Requirement for 1<sup>st</sup> Graders***

The State of California law requires a health examination for children entering 1<sup>st</sup> grade to prevent, find, and treat many health problems before they become serious. Therefore, all children must have a health checkup within 18 months before first grade or up to 90 days after starting first grade.

No-cost health examinations are available through the Child Health and Disability (CHDP) program. The CHDP program assists families to meet the first-grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments.

### ***Diabetes***

GSS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### ***Administration of Medications Policy***

GSS staff is responsible for overseeing the administration of medication to students attending GSS during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### ***Administration of Medication Policy***

Board Policy: 5160

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

Grossmont Secondary School ("Charter School") staff is responsible for overseeing the administration of ~~prescribed and over the counter~~ medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

#### Definitions

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director-
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "Medication" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "Regular school day" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

#### Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a ~~pup~~ student to be assisted by the school nurse or other designated Charter School personnel in administering medication Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

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### **Self-Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication (without Charter School Assistance)**

~~Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows: Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:~~

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the ~~pupil student~~ is able to self-administer an EpiPen or inhaled asthma medication, and
2. ~~A~~ written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated ~~school Charter School~~ personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and ~~school Charter School~~ personnel from civil liability if the self-administering ~~pupil student~~ suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

~~Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma this prescription medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.~~

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.~~

### **Staff Training and Emergency Response**

Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

#### **A. Response to Anaphylactic Reaction**

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an

anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The ~~school-Charter School~~ will ensure staff properly store, maintain, and restock the EpiPen as needed.

~~The~~ Charter School will ensure any ~~school-Charter School~~ personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

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~~The~~ Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an ~~epinephrine auto-injector~~ EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

#### B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s) ~~-or-~~ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/-or guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

### C. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

The student's name, the name and purpose of the A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, its prescribed dosage/amount, frequency of administration, or reason for, method of administration changes and the frequency with which the medication may be administered;

Detailed seizure symptoms, including frequency, type, or length of seizures that identify when

- The primary responsibility for the administration of an emergency anti-seizure medication rests with becomes necessary;
- The circumstances under which the parent/guardian medication may be administered;

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- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student, ~~and medical professionals,~~ after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

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- This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

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Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

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1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

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Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

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- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

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If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

**Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
  - a. Student's name.

- b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.
  - g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

\*\*\*\*

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please [see the school website contact your student's teacher.](#)

### ***Free and Reduced-Price Meals-California Universal Meals Program***

Pursuant to California Law [and the California Universal Meals Program](#), the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free-~~or reduced-price~~, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### ***Student Wellness Policy***

[Board Policy: 1710](#)

[Approved: February 22, 2018](#)

[Amended: February 16, 2022, June 22, 2023](#)

Grossmont Secondary School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.



This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## **I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### **Implementation Plan**

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at [www.grossmontsecondarycharter.com](http://www.grossmontsecondarycharter.com).

### **Recordkeeping**

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

### **Annual Notification of Policy**

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

#### **Triennial Progress Assessments**

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator  
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

#### **Revisions and Updating the Policy**

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

#### **Community Involvement, Outreach and Communications**

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. **Nutrition**

### **Charter School Meals**

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

### **Competitive Foods and Beverages**

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### **Fundraising**

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

#### **Nutrition Promotion**

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

#### **Food and Beverage Marketing in Schools**

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

### **III. Physical Activity**

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

#### **IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### **Community Partnerships**

The Charter School will continue to develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

#### **Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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### ***Human Trafficking Prevention***

**Board Policy: 3172**

**Approved: May 19, 2021**

**Amended: March 1, 2023, June 22, 2023**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School") is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

#### **Student Instruction**

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT

required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

### **Information to Parents/Guardians**

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

### **Staff Training**

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://grossmontsecondarycharter.com/student-parent-handbook/>). Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## ***Mental Health Services***

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

### **Available through the School:**

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours . The counseling office can also be reached at (858) 249-7018. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 249-7018 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 249-7018.

#### Available in the Community:

- ~~The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.~~
- ~~Please visit the Student Resources page on the school website to find mental health resources in your community.~~

#### Available Nationally:

- ~~988 Suicide and Crisis Lifeline National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit <https://988lifeline.org/>~~
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, send a text to 678-678 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

#### **Mental Health Notice**

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, ~~please call~~ [please call 988 or](https://988lifeline.org/) the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

#### ***Pregnant and Parenting Students***

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the

student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer Chief Business Officer and CFO](#)  
[\(858\) 678-4811 \(858\) 678-2048](#)  
[Aakle@altusschools.net](mailto:Aakle@altusschools.net) [lalipio@altusschools.net](mailto:lalipio@altusschools.net)

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

**Other Services/Resources Available**

GSS partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 249-7018, OR visit [www.grossmontsecondarycharter.com/](http://www.grossmontsecondarycharter.com/).



## Key School Policies

### ***Student Responsibilities***

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship ~~and the Zero Tolerance Policies~~, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### ***Student Academic Integrity & Citizenship***

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### ***Internet/Student Use of Technology Policy and Acceptable Use Agreement***

Technology and access to the internet are part of the learning opportunities available at GSS. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to GSS technology.

### ***Student Use of Technology Policy***

[Board Policy: 3130](#)

[Amended: December 11, 2017, February 16, 2022, June 22, 2023](#)

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Grossmont Secondary School (“Charter

School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

### **Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
  - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
  - b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- 2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - a) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site, including, but not limited to:
    - i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
    - ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another

pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. ~~All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.~~

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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### Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

**5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

**6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

**7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

**8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

**9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### ***Loitering Law***

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### ***Suspension and Expulsion Policy***

[Board Policy: 3110](#)

[Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023](#)

#### **Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Grossmont Secondary School ("GSS" or "Charter School"). In ~~creating-adopting~~ this policy, GSS has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. ~~describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ The language ~~that follows closely mirrors~~ is largely consistent with the language of Education Code Section 48900 *et seq.* GSS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

~~Consistent with this Policy~~When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as GSS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to ~~amend~~ ~~seek a material revision of~~ the charter so long as the amendments comport with legal requirements. GSS staff shall enforce disciplinary ~~rules-policies~~ and procedures fairly and consistently among all students. This policy and its procedures will be ~~printed and~~ distributed annually as part of the student handbook ~~and which~~ will clearly describe discipline expectations.

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

The GSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the ~~School Coordinator's Executive Director's~~ office.

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

A student identified as an individual with disabilities or for whom GSS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. GSS will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom GSS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder,~~ and shall inform the student, the student's parent/guardian, ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent/guardian, ~~or educational rights holder's~~ right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, ~~or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, ~~or educational rights holder~~ requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).



<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any



such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~Executive Director~~ School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or GSS employee who referred the student to the ~~School Coordinator~~ Executive Director or designee.

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

At the conference, the ~~pupil~~ student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the ~~student~~ pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a ~~student~~ pupil for failure of the pupil’s parent or guardian to attend a conference with GSS officials. Reinstatement of the suspended ~~student~~ pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If GSS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the ~~School Coordinator~~ Executive Director or designee, the ~~student~~ pupil and the pupil’s guardian or representative will be invited to a

conference to determine if the suspension for the ~~student pupil~~ should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the ~~student pupil~~ or the pupil's parents, unless the ~~student pupil~~ and the pupil's parents fail to attend the conference.

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

#### 4. Homework Assignments During Suspension

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

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

### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the ~~neutral and impartial~~ Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the ~~student pupil or nor~~ a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator~~~~Executive Director~~ or designee determines that the ~~student pupil~~ has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all ~~student pupil~~ confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the ~~student pupil~~ makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled

hearing.

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

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

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

GSS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by GSS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of ~~their his/her~~ right to (a) receive five days' notice of ~~their his/her~~ scheduled testimony, (b) have up to two (2) adult support persons of ~~their his/her~~ choosing present in the hearing at the time ~~the complaining witness testifies, he/she testifies~~, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. GSS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~the complaining witness he/she~~ is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is

confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, GSS must present evidence that the witness' presence is both desired by the witness and will be helpful to GSS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the ~~student/pupil~~ being expelled, the complaining witness shall have the right to have ~~their/his/her~~ testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to ~~their~~his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **J. Written Notice to Expel**

The ~~School Coordinator~~Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with GSS.

The ~~School Coordinator~~Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

### **K. Disciplinary Records**

GSS shall maintain records of all student suspensions and expulsions at GSS. Such records shall be made available to the authorizer upon request.

### **L. No Right to Appeal**

The ~~student~~pupil shall have no right of appeal from expulsion from GSS as the Board of Directors' decision to

expel shall be final.

#### **M. Expelled ~~Pupils~~Students/Alternative Education**

~~Parents/guardians of pupils~~Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GSS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from GSS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the ~~student pupil~~ may reapply to GSS for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a ~~student pupil~~ after the end of the student's expulsion term or to admit a previously expelled ~~student pupil~~ from another school district or GSS who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator~~Executive Director or designee and the ~~student pupil~~ and parent/guardian or representative to determine whether the ~~student pupil~~ has successfully completed the rehabilitation plan and to determine whether the ~~student pupil~~ poses a threat to others or will be disruptive to the school environment. The ~~School Coordinator~~Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the ~~School Coordinator~~Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon GSS's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**

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

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

##### 1. Notification of SELPA

GSS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that GSS or the SELPA would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum,

although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the GSS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and GSS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or GSS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or GSS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and GSS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

GSS shall be deemed to have knowledge that the student had a disability if one of the following



conditions exists:

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

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

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

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

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### ***Dress Code***

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events. Parents/guardians will be notified and students ~~may will~~ be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### ***Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy***

[Board Policy: 3320](#)

Approved: February 16, 2022

Amended: June 22, 2023

The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Grossmont Secondary School ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### ***Lost or Damaged School Property***

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### ***Parents' Responsibilities***

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### ***Parents' Role in Discipline and Behavior***

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### ***Emergency Procedures and School Safety Plan***

GSS Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

GSS defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the GSS Comprehensive School Safety Plan is available ~~on the school website and~~ at each Resource Center.

### ***School Bus and Passenger Safety***

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### **Transportation Safety Plan**

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

### **Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "*School bus*" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

*"School activity bus"* is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit

system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *“Private passenger vehicle”* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

### **Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

### **Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

#### Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

#### Exiting:

1. Students shall stay seated until the bus comes to a complete stop.

2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.

3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

### **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

### **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:



- a. Proper fastening and release of the passenger restraint system;
- b. Acceptable placement of passenger restraint systems on students;
- c. Times when the passenger restraint systems should be fastened and released; and
- d. Acceptable placement of the passenger restraint systems when not in use.

#### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

#### **School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### ***Non-Discrimination Statement***

GSS ("charter school") is committed to equal opportunity for all individuals in education. GSS shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

GSS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

GSS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights

Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

GSS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

GSS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which GSS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. GSS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the GSS Uniform Complaint Procedures ("UCP") Compliance Officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer](#) [Chief Business Officer and CFO](#)  
[\(858\) 678-4811](#) [\(858\) 678-2048](#)  
 10170 Huennekens Street  
 San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

## ***Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy***

[Board Policy: 3179](#)

[Approved: February 22, 2018](#)

[Amended: June 21, 2018, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School."](#) Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GSS (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and

citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff ~~that~~who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, ~~or~~and volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GSS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Tim Tuter  
Executive Director  
858-678-2042  
ttuter@altussschools.net

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. ~~§-Part~~ 106.1~~-et seq.~~) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law~~these existing laws~~, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on ~~the student's~~ physical or mental health.
3. Causing a reasonable student to experience a substantial interference with ~~the student's~~ academic performance.
4. Causing a reasonable student to experience a substantial interference with ~~the student's~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, ~~video~~ or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation ~~and or~~ transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in GSS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GSS investigate the allegation of sexual harassment. [At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School’s education program or activity.](#)

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

GSS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

GSS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.



GSS informs Charter School employees, students, and parents/guardians of GSS's policies regarding the use of technology in and out of the classroom. GSS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## 2. Education

GSS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GSS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GSS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

GSS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GSS informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## 3. Professional Development

GSS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GSS employees who have regular interaction with students.

GSS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by GSS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and

- Students with physical or learning disabilities.

GSS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GSS's students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

GSS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the GSS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GSS will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter  
Executive Director  
858-678-2042  
[ttuter@altusschools.net](mailto:ttuter@altusschools.net)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GSS will investigate and respond to all oral and written reports of misconduct

prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, [Administrator of Instructional Services](#), School Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GSS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GSS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GSS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GSS to provide the supportive measures.

### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GSS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
    - A statement that GSS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - GSS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GSS's policies.
  - GSS may remove a respondent from GSS education program or activity on an emergency basis, in accordance with GSS's policies, provided that GSS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, GSS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GSS offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;

- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
  - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
  - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- GSS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. GSS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, GSS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in GSS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GSS policy.
  - GSS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at GSS; or
    - The specific circumstances prevent GSS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GSS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- GSS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of GSS's code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

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## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GSS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GSS in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find GSS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of GSS's decision or resolution, submit a written appeal to the ~~Chairperson of the Board~~ President of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GSS will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- GSS will notify the other party in writing when an appeal is filed.

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- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

GSS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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## ***Educational Equity and Immigration Status Policy***

[Board Policy: 1754](#)

[Approved: February 16, 2022](#)

[Amended: June 22, 2023](#)

The Board of Directors of Audeo Charter School hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School").

Grossmont Secondary School ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

### **Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

### **Gathering and Managing Student and Family Information**



School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

#### *Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration

- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the

complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

### **Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;

3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

#### *Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the ~~officer offer~~ that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to ~~produce product an~~ documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
  - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to ~~any may~~ request without first consulting with the Charter School's counsel or other designated agency official
  - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter

School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant

- c. Subpoena for production of documents or other evidence
  - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - a. List or copy of the officer's credentials and contact information;
  - b. Identity of all school personnel who communicated with the officer;
  - c. Details of the officer's request;
  - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - e. Charter School personnel's response to the officer's request;
  - f. Any further action taken by the agent; and
  - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected from the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

### **Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

#### *Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

#### *Additional Resources*

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

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## ***Student Freedom of Speech and Expression Policy***

Board Policy: 3175

Approved: February 22, 2011

Amended: February 22, 2018, February 16, 2022, June 22, 2023

*Grossmont Secondary School ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

### **Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of

these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. *"Fighting Words"*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

#### *On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter



~~School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy). Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.~~

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

#### B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in

<sup>2</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

#### *Off- Site Expression*

Off-site student expression, including but not limited to student expression on offsite internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when there is sufficient nexus between the speech and the school. such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.

#### Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression.
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

### **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

### **Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

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### **Teacher Qualifications**

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### **Communication**

GSS seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic [Parent Square AlertNow](#)-automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page ([www.facebook.com/Altus4U](http://www.facebook.com/Altus4U)) to keep up-to-date on all GSS information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### **Uniform Complaint Policy and Procedures ("UCP")**

Board Policy #: 1500

Adopted/Ratified: May 5, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020; [March 1, 2023](#)

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") board policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

#### **Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs, and
  - School Safety Plans.
- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
  - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4),

215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

#### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio  
Chief Business Officer and CFO  
10170 Huennekens Street  
San Diego, CA 92121  
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

#### **Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding

Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.

3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

### Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### • Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the



complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision") based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

### **Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.
5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

**Commented [AA3]:** Replace with clean copy of Audeo Corp policy 1500 amended on 3/1/23

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## **Student Fees Policy**

Board Policy: 1550

Approved: September 11, 2014

Amended: February 16, 2022, June 22, 2023

This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." This student fees policy has been adopted by the Board of Directors. This Policy is adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School").

### **General Statement of Policy**

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

#### **I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
- (c) purchase that a pupil is required to make to obtain materials, supplies,

equipment, or uniforms associated with an educational activity.

## **II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

## **III. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

#### **IV. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

#### **V. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

#### **VI. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to

Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

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### ***Suicide Prevention Policy***

[Board Policy: 3191](#)

[Approved: June 22, 2017](#)

[Amended: October 21, 2020, March 18, 2022, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School \("Charter School"\).](#)

[The Governing Board of Grossmont Secondary School \("Charter School"\)](#) [The Board](#) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to

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attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

~~The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.~~

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;

- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
    - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors).
  - f. How to identify youth who may be at risk of suicide.
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
  - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.

- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

#### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.

b. How to talk with a student about thoughts of suicide.

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

**Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the



situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan;

providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

<b>Use</b>	<b>Do Not Use</b>
<b><u>"Died by suicide"</u></b> <b>or</b> <b><u>"Took their own life"</u></b>	<b><u>"Committed suicide"</u></b> <b>Note:</b> Use of the word "commit" can imply crime/sin
<b><u>"Attempted suicide"</u></b>	<b><u>"Successful" or "unsuccessful"</u></b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:

- Call or Text "988"
- Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: <http://www.cde.ca.gov/lr/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

### **Staff Development**

Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.
5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

### ***Education for Homeless Children and Youth Policy***

Board Policy: 1750

Approved: February 16, 2022

Amended: September 6, 2022, June 22, 2023

The Board of Directors of Audeo Charter School hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

#### **Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

#### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator  
10170 Huennekens Street, San Diego, CA 92121  
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain



assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. ~~(42 U.S.C. § 11432(g)(3)(E).)~~

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in ~~career~~-vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter

School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Charter School including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Charter School's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

(42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

### **High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under

the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the

California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

#### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

#### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

#### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. [Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.](#)

**School Website Posting**

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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A copy of the complete board policy is available on the Charter School website.

**Education for Foster and Mobile Youth Policy**

Approved: February 16, 2022

Amended September 6, 2022; ~~June 22 2023~~

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**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

**Definitions**

- "Foster youth" means any of the following:

1. A child who has been removed from their home is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 and/(whether or not the child has been removed from the child' home by juvenile court).
- 1.2. A child who is the subject of a petition filed under Welfare and Institutions Code pursuant WIC section 300 or 602. This includes children who are the subject of cases, has been removed from the child's home by the juvenile court, and is in dependency court and juvenile justice

court foster care.

3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 
  - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to ~~Welfare and Institutions Code~~ WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *"School of origin"* means the school that the foster youth attended when

<sup>3</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Ana Maria Rojas  
Equity and Inclusion Administrator  
[arojos@altusschools.net](mailto:arojos@altusschools.net)  
858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.
2. Ensure proper transfer of credits, records, and grades when ~~Foster and Mobile Youth~~ [foster youth](#) transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall



contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue

in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>4</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this

<sup>4</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

#### Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation

officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, ~~how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:~~

- ~~1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.~~
- ~~2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.~~
- ~~3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.~~

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

~~If an eligible student a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) is not exempted from additional graduation requirements or has previously declined the exemption~~

pursuant to this Policy, the Charter School shall exempt the student ~~at any time within thirty (30) days of the exemption request~~, if an exemption is requested by the youth and the youth ~~qualifies at one time qualified~~ for the exemption, ~~even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated~~. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. ~~Inform-Consult with~~ the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. ~~Inform-Consult with~~ the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. ~~Provide-Consult with and provide~~ information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education

Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is



conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:

- i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
- ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

#### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be

shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

### **Reporting Requirements**

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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### **Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## ***Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education***

**Board Policy: 3325**  
**Approved: February 16, 2022**  
**Amended: June 22, 2023**

### **A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in

order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Charter School’s Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent’s/guardian’s procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for

participation in educational programs, activities, and school-sponsored events.

5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or

concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person

knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning

process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the



student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule

set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson  
111 Fletcher Parkway, El Cajon, CA 92020  
(619)-393-2270  
khenderson@altusschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or

the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a

disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in

placement for a child with a disability who violates a code of student conduct.

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

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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or

to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

### **C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or



placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
 San Francisco Office  
 50 United Nations Plaza  
 San Francisco, CA 94102  
 (415) 486-5555 PHONE  
 (415) 486-5570 FAX  
 Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 111 Fletcher Parkway, El Cajon, CA 92020, with any questions regarding the information contained herein.

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A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### ***Special Education/Students with Disabilities/Child Find***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other

agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact [Allison Fleck, School Coordinator at \(858\) 678-2020](#). ~~Hayley Beaupre, School Coordinator at (858) 249-7018.~~

### ***Education Records and Student Information Policy***

Board Policy: 1212

Approved: October 19, 2017,

**Amended:** June 21, 2018, February 16, 2022; [June 22, 2023](#)

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The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, [Mirus Secondary School](#), Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

#### **Definitions**

- *"Education Record"*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
  1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
  2. Grades, test scores, courses taken, academic specializations and school activities;
  3. Special education records;
  4. Disciplinary records;
  5. Medical and health records;
  6. Attendance records and records of past schools attended; and/or
  7. Personal information such as, but not limited to, a student's name, the name of a

student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
  2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
  3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
  4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
  5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
  6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- *"Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the

education record relates.

- *“Directory Information”*: [Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.](#) Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:
  1. Student’s name
  2. Student’s address
  3. Parent/guardian’s address
  4. Telephone listing
  5. Student’s electronic mail address
  6. Parent/guardian’s electronic mail address
  7. Photograph/[video](#)
  8. Date and place of birth
  9. Dates of attendance
  10. Grade level
  11. Participation in officially recognized activities and sports
  12. Weight and height of members of athletic teams
  13. Degrees, honors, and awards received
  14. The most recent educational agency or institution attended
  15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)
- *“Parent”*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- *“Eligible Student”*: Eligible student means a student who has reached eighteen (18) years of age.
- *“School Official”*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, [contracted provider of digital educational platforms and/or services;](#) a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance

committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *“Legitimate Educational Interest”*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

### **Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent’s or eligible student’s right to require that Charter School not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

### **Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student’s education records;
2. Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

##### 1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

##### 2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.



### 3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent

or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

#### **Solicitation and Disclosure of Student Information for Immigration Purposes**

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
5. During the enrollment process:
  - a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
  - b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
  - c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.
6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendaized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-~~5920~~[8520](https://www.ed.gov/privacy)

### **Record Retention**

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- *“Mandatory Permanent Student Records”*: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  1. Legal name of student
  2. Date of birth
  3. Method of verification of birth date
  4. Sex of student
  5. Place of birth
  6. Name and address of parent of minor student
  7. Address of minor student if different than above
  8. An annual verification of the name and address of the parent and the residence of the student
  9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
  10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  11. Verification of or exemption from required immunizations
  12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:

1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records"*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
  1. Objective counselor and/or teacher ratings
  2. Standardized test results older than three years
  3. Routine discipline data
  4. Verified reports of relevant behavioral patterns
  5. All disciplinary notices
  6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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A copy of the complete Policy is available on the school website.

### ***Professional Boundaries: Staff/Student Interaction Policy***

The Board of Directors of Audeo Charter School hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as "Charter School."

The Governing Board recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.



- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

## II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent,

positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

#### **Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### **Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

#### **Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the

content is not about school activities.

#### **Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

#### **IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

## V. Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the

Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

#### **VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

#### **VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

#### **VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

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## Holidays and School Breaks

<b>Independence Day</b>	July 4, 2024
<b>Labor Day</b>	September 4, 2023
<b>Veterans Day</b>	November 10, 2023
<b>Thanksgiving Holiday</b>	November 20 – 24, 2023
<b>Winter Break</b> 2024	December 18, 2023– January 1,
<b>Martin Luther King, Jr. Day</b>	January 15, 2024
<b>Presidents' Day Holiday</b>	February 16 – 19, 2024
<b>Spring Break</b>	April 1 - 5, 2024
<b>Memorial Day</b>	May 27, 2024
<b>Juneteenth</b>	June 19, 2024

**Welcome to**  
**Mirus Secondary School**  
*Transforming Lives*

You are enrolled in one of the best charter schools in California. At Mirus Secondary School ("MIRUS," the "School," or the "Charter School") we focus on academic improvement, high

caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at MIRUS. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

MIRUS is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## ***Official School Correspondence***

All correspondence for the school and its staff should be mailed to:  
14135 Main Street, Suite 201  
Hesperia, CA 92345

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## About Our School

Mirus Secondary School (MIRUS) is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, MIRUS is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Mirus Secondary School serves students in grades 7-12.

### ***Core Competency: Transforming Lives***

#### ***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

#### ***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

#### ***Values - How We Do Our Work***

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Mirus Secondary School.

#### **Focus on Academic Teaching and Learning**

Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School (“Altus Schools”) which are operated by Audeo Charter School corporation are solely academic in

nature and were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools' sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status ("DASS")<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Altus Schools support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

## Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At MIRUS, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

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<sup>1</sup> DASS schools have at least 70% of the school's total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each MIRUS Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings and may include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

MIRUS also offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

MIRUS students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, MIRUS has many partnerships and alliances to provide community resources for students and their families.

### ***Home/School Partnership***

The most important relationship we build is the one between the teacher, student, and the student's family. MIRUS encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### ***Parent Involvement Policy***

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### ***Title I Parent Involvement Policy***

Board Policy #: 6010

Approved: February 22, 2018

Amended: October 20, 2021, June 22, 2023

**Commented [AA1]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

Mirus Secondary School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop

meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

#### **Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.

- Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.
  3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.
  4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.
  5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.
6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
  7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
  8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.
  9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
    - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.



**Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. \*
  - The Title 1 Parent Information Meeting is held prior to Open House Events.
  - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
  - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
4. Provide parents of Title I students with timely information about Title I programs.
  - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
  - The Title 1 Parent Meeting is held in the fall of each school year.
5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
  - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
  - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
  - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
  - Parent emails and contacts are responded to in 24 business hours.
  - An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

\*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

#### **Home-School Compact**

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

#### **Building Capacity for Involvement**

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
  - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPOP ELL).
  - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
  - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
  - Parent engagement is a focus of the annual needs assessment.
  - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
  - Parent courses are offered through Altus University on specific topics that parents have requested.
  - English Learner Advisory Committee Meetings
  - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.

5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
  - Provide translation services in other languages, as requested, on important school information.
  
6. Provide support for parental involvement activities requested by Title I parents.
  - Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

#### **Accessibility**

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

\*\*\*\*

A copy of the Charter School's complete Policy is available on the website.

#### ***Attendance, Lessons, and Course Credits***

Unlike traditional schools where attendance is measured by being physically present in a classroom, MIRUS measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at MIRUS, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of MIRUS' Independent Study Policy is available on the school website.

### **Year-round School Year**

MIRUS has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### **Student Assessments**

Students at MIRUS are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our MIRUS program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

MIRUS staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/ta/tg>.

### **California Assessment of Student Performance and Progress ("CAASPP")**

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP). [Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.](#)

Assessments	Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)	Reading, Language Usage, Mathematics	7-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)	English Language-Reading, Writing, Listening and Speaking	7-12 English Learners	February-March

Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	7-8, 11	May-June
	<del>California Science Tests (CAST) California Standards Tests (CST)</del> /California Modified Assessment (CMA)	Science	8, 10-12	May-June

**Mirus High School Graduation Options**

MIRUS provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at MIRUS is dedicated to offering many opportunities for students to succeed. MIRUS offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

**Option 1 High School Diploma**

Students graduating with an Option 1 High School Diploma from MIRUS must complete 42 Semester Credits in grades 9-12. MIRUS' graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU-bound students should take.

### **Mirus High School Graduation Course Requirements**

English (8 semester credits)		Mathematics (6 semester credits)	
4 credits - English 1-4*		2 credits - Algebra or Integrated Math 1	
2 credits - American Literature* or Honors American Literature*		2 credits - Geometry or Integrated Math 2	
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*		2 credits - Intermediate Algebra* or Integrated Math 3	
*4 years required		2 credits - Pre-calculus* or Honors Pre-calculus	
		2 credits - Statistics*	
		*3 years required, 4 years recommended	
Science (4 semester credits)		History-Social Science (6 semester credits)	
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)		2 credits - World History*, Geography & Economics*	
2 credits - Life Science (Biology*)		2 credits - US History* or Honors US History*	
*2 years required, 3 years recommended		1 credit - Government*	
		1 credit - Economics	
		2 credits - AP Human Geography (elective)	
General Electives (9 semester credits)	Physical Education (4 semester credits)	Pathways Portfolio (1 semester credit)	
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).	
World Language OR Visual/ Performing Arts (2 semester credits)			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)	<b>Option B:</b> 2 credits - Visual/Performing Arts	<b>UC/CSU Option:</b> 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)	
CTE/Service Learning/WEE (2 semester credits)			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> 2 credits - Work Experience Education (240 hours of paid employment)	
Grade Point Average (GPA)			
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.			

**\*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.**

### **Option 2 High School Diploma**

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

#### **Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Mirus Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

#### **Admission Requirements and Process**

- Student must be enrolled at MIRUS and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the MIRUS Option 2 Committee, outlining why this option best meets the needs of this student.
- MIRUS Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

#### **Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### **HiSet Option**

~~The new HiSet, one of the new state-approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. MIRUS students will be able to take the HiSET on-site at a MIRUS resource center, exclusively open to MIRUS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.~~



### Option 2 Graduation Course Requirements

English (6 semester credits)		Mathematics (4 semester credits)	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
Science (4 semester credits)		History - Social Science (6 semester credits)	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
General Electives (1 semester credit)	Pathways Portfolio (1 semester credit)	Physical Education (4 semester credits)	
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.	
World Languages and Visual/Performing Arts (2 semester credits)			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)		<b>Option B:</b> 2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE (2 semester credits)			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> Work Experience Education (240 hours of paid employment)	
Grade Point Average (GPA)			
Students must have a minimum GPA of 2.0 in the required courses for Option 2.			

#### **HiSet Option**

The HiSet is a state approved High School Equivalency Exam, and is included as an option for students to finish their secondary education with "Completer" status. MIRUS students will be able to take the HiSET on-site at a MIRUS resource center, exclusively open to MIRUS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

#### **College Admission Requirements**

At MIRUS, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org)

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma ( <i>including UC/CSU-approved coursework</i> )	Diploma ( <i>including UC/CSU-approved coursework</i> )
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math - <u>optional</u>	ACT Assessment plus Writing <b>OR</b> SAT Reasoning Test with Critical Reading, Math & Writing - <u>optional</u>

### **NCAA Eligibility**

The NCAA Eligibility Center has launched a new website at [ncaa.org/student-athletes/future](http://ncaa.org/student-athletes/future) to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

### **Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### ***Grade Suppression***

Students wishing to suppress a "D" or "F" grade earned from a MIRUS - approved accredited school or district outside of MIRUS must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### ***Grade Validation***

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from MIRUS.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

MIRUS will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### ***College Course Credit***

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### ***Graduating Class Year Determination***

Students who satisfy graduation requirements by the end of July of the school year (i.e., 21-22, 22-23, etc.) will be designated graduates of the school year.

Students who did not complete all the graduation requirements by the end of July will receive their diploma with the next year's graduating class.

### ***Graduation Ceremony***

Graduation is a special and dignified event. MIRUS commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from Mirus must complete the following requirements:

- Complete all stated requirements for a high school diploma, **OR** complete all stated requirements for the California High School Proficiency Exam (“CHSPE”), **OR** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development (“GED”) or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend **both required** graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

#### **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

#### **Senior Exit Orientation**

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a Mirus June graduation ceremony.

#### **Pathways: Education with a Purpose**

Upon enrollment at Mirus and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### ***Pathways/Naviance Family Connection***

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### ***Availability of Prospectus***

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### ***English Learners***

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### ***Involuntary Removal Process***

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing

the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **Enrollment, Student, & Health Services**

### ***Resource Center Transfer Requests***

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### ***Enrollment/Transfer Process***

Students who choose to discontinue enrollment at Mirus may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Mirus attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at

[https://miruscharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form\\_HUSD.pdf](https://miruscharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_HUSD.pdf).

### ***Transcript and Records Requests***

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website.

<https://miruscharter.com/request-transcripts/>.

### ***Attendance Verification***

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided. Please allow at least one week lead time.

### ***Work Permits***

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Mirus attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### ***Health Program***

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### ***Health Screenings***

~~Students are screened for vision, hearing and scoliosis.~~ State-mandated assessments will be provided for the following ~~indicated~~ grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and students with an Individualized Health Plan/IEP), Color Vision (1<sup>st</sup> grade) and Hearing Screening (Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and students with an



~~IEP). New students and students referred by parents, student or school staff will be assessed, as indicated. 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.~~

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any ~~student child~~ enrolled in the Charter School may file annually with the Executive Director of the school in which the ~~student child~~ is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the ~~student (California Education Code 49451) child~~. Thereupon the ~~student child~~ shall be exempt from any physical examination, but whenever there is a good reason to believe that the ~~child student~~ is suffering from a recognized contagious or infectious disease, the ~~student child~~ shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Availability of Health Insurance**

~~Students Children~~—regardless of immigration status (foster youth, pregnant ~~women~~, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

~~Covered California is the resource where individuals and families can get affordable health insurance. Upon completing the application, you’ll find out if you qualify for free or low-cost health insurance, including Medi-Cal, low-cost insurance for pregnancy through Access for Infants and Mothers (AIM), affordable private health insurance plans and help paying for your health insurance. You may qualify for a free or low-cost program even if you earn as much as \$94,000 a year for a family of four. The State of California created Covered California™ to help you and your family get health insurance.~~

~~You can use this application to apply for anyone in your family, even if they already have insurance now. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/support/forms/>~~

~~Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.allinforhealth.org/>.~~

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### ***Health Curriculum and Sexual Health Education***

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 7 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### ***Immunizations and Control of Communicable Disease***

Board Policy #: 1756

Approved: June 24, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

#### **Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School requires-written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

These required immunizations include:

#### **Entering KindergartenTK-12:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses
2. Measles, Mumps, and Rubella (MMR) - Two (2) doses
3. Hepatitis B (Hep B) - Three (3) doses
4. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap

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requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

### Entering 7<sup>th</sup> Grade

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for ~~children 7-17 years old~~ the TK/K-12 grade levels (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

~~Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.~~

~~Mirus shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.~~

~~Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.~~

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Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

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If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

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The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

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### **Conditional Admittance**

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Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized provides proper documentation of the student's compliance with the immunization requirements as required by law.

### **Documentary Proof**

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The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-120372.

Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.

On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law. Medical exemptions issued before January 1, 2020, will continue to remain valid until the earliest of: 1) the child's enrollments in the next grade span, defined below; - 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.

Independent study students who do not attend ANY resource center classes or activities.

A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

"Grade span" means each of the following:

Birth to Preschool,

Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten,

Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may

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be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

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Immunization laws currently in effect may be found at <http://www.shotsforschool.org/laws/>.

A complete copy of Mirus' Immunizations Policy is available on the school website.

### **Kindergarten Oral Health Assessment**

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students to have an oral health assessment by a licensed dentist or other licensed or registered dental health professional no later than May 31 of their first year of school enrollment.

### **School Entry Health Exam Requirement for 1<sup>st</sup> Graders**

The State of California law requires a health examination for children entering 1<sup>st</sup> grade to prevent, find, and treat many health problems before they become serious. Therefore, all children must have a health checkup within 18 months before first grade or up to 90 days after starting first grade.

No-cost health examinations are available through the Child Health and Disability (CHDP) program. The CHDP program assists families to meet the first-grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments.

### **Diabetes**

Mirus provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### **Administration of Medications Policy**

Mirus staff is responsible for overseeing the administration of medication to students attending Mirus during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### Administration of Medication Policy

Board Policy: 5160

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

The Board of Directors of Mirus Education, Inc. hereby adopts this amended Administration of Medication Policy to apply to Mirus Secondary School, hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of ~~prescribed and over-the-counter~~ medication to students during regular school the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

### Definitions

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director;
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.

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- *"Medication"* includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- *"Regular school day"* includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

#### **Administration of Medication with Charter School Assistance**

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a ~~pup~~student to be assisted by the school nurse or other designated Charter School personnel in administering medication Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and  
1.
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.  
2.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

#### **Self-Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication (without Charter School Assistance)**

~~Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows: Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:~~

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to

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be taken, and (2) confirming that the ~~pupil~~student is able to self-administer an EpiPen or inhaled asthma medication, and

2. ~~A~~a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated ~~school-Charter School~~ personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and ~~school-Charter School~~ personnel from civil liability if the self-administering ~~pupil~~student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

~~Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma this prescription medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.~~

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.~~

### **Staff Training and Emergency Response**

Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

#### **A. Response to Anaphylactic Reaction**

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The ~~school-Charter School~~ will ensure staff properly store, maintain, and restock the EpiPen as needed.

~~The~~ Charter School will ensure any ~~school~~ Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

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~~The~~ Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an ~~epinephrine auto-injector~~ EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

#### B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/~~or~~ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/~~or~~ guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

#### C. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

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The student's name, the name and purpose of the A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider. These written statements specified shall be provided at least annually and more frequently if the medication, its prescribed dosage/amount, frequency of administration, or reason for, method of administration changes, and the frequency with which the medication may be administered;

Detailed seizure symptoms, including frequency, type, or length of seizures that identify when

- The primary responsibility for the administration of an emergency anti-seizure medication rests with becomes necessary;

- The circumstances under which the parent/guardian medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student, and medical professionals, after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

- This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file. Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;

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- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff. Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

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### **Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
  - a. Student's name.
  - b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.
  - g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

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For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please [see the school website contact your student's teacher.](#)

### **Free and Reduced-Price Meals-California Universal Meals Program**

Pursuant to California Law [and the California Universal Meals Program](#), the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free ~~or reduced-price~~, nutritionally adequate meal per each school day on which the

eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### **Student Wellness Policy**

Board Policy: 1710

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

Mirus Secondary School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

The Board of Directors of Mirus Education, Inc. hereby adopts this Wellness Policy to apply to Mirus Secondary School, hereafter referred to as "Charter School."

Charter School adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.

- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

***Implementation Plan***

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: [www.miruscharter.com](http://www.miruscharter.com)

***Recordkeeping***

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

***Annual Notification of Policy***

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status.



The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

#### ***Triennial Progress Assessments***

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator  
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

#### ***Revisions and Updating the Policy***

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

#### ***Community Involvement, Outreach and Communications***

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **II. Nutrition**

### ***Charter School Meals***

The Charter School is committed to promoting healthy food choices. It does not currently provide school meals or participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

Charter School

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers. Charter School will make drinking water available where school meals are served during mealtimes.

### ***Competitive Foods and Beverages***

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where

foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

### ***Nutrition Promotion***

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

### ***Food and Beverage Marketing in Schools***

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

### **III. Physical Activity**

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

### **IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy’s wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### ***Community Partnerships***

The Charter School will continue to develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

### **Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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### **Human Trafficking Prevention**

**Board Policy: 3172**

**Approved: May 19, 2021**

**Amended: March 1, 2023, June 22, 2023**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School") is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

#### **Student Instruction**

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

#### **Information to Parents/Guardians**

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

### **Staff Training**

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://miruscharter.com/student-parent-handbook/>). Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

#### Available through the School:

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours. The counseling office can also be reached at (760) 947-7100. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation.

Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (760) 947-7100 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (760) 947-7100.

Available in the Community:

- The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.
- Please visit the Student Resources page on the school website to find mental health resources in your community.

Available Nationally:

- 988 Suicide and Crisis Lifeline National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit <https://988lifeline.org/>
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, send a text to 678-678 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

**Mental Health Notice**

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, please call please call 988 or the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the

Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

### ***Pregnant and Parenting Students***

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer](#) ~~Chief Business Officer and CFO~~  
 (858) 678-4811 (858) 678-2048  
[Aakle@altusschools.net](mailto:Aakle@altusschools.net) [lalipio@altusschools.net](mailto:lalipio@altusschools.net)

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

### **Other Services/Resources Available**

Mirus partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on



learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (760) 947-7100, OR visit [www.miruscharter.com/](http://www.miruscharter.com/).

## Key School Policies

### ***Student Responsibilities***

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship ~~and the Zero Tolerance Policies~~, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### ***Student Academic Integrity & Citizenship***

At Mirus, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### ***Internet/Student Use of Technology Policy and Acceptable Use Agreement***

Technology and access to the internet are part of the learning opportunities available at Mirus. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Mirus technology.

### ***Student Use of Technology Policy***

[Board Policy: 3130](#)

[Amended: December 11, 2017, February 16, 2022, June 22, 2023](#)

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Mirus Secondary School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

### **Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over

content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
  - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
  - b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

- 2) As used in connection with “bullying,” an “electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site, including, but not limited to:
    - i) Posting to or creating a “burn page” (i.e., an Internet Web site created for the purpose of bullying).
    - ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a “credible impersonation” means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A “false profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - c) An act of cyber sexual bullying. The term “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had

access to it.

4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. ~~All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.~~

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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### Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

- 1. Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
- 2. Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
- 3. Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
- 4. Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Conducting for-profit business.
  - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- 5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
- 6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

- 7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- 9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### ***Loitering Law***

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks,



playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

## **Suspension and Expulsion Policy**

Board Policy: 3110

Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023

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### **Policy**

~~This Pupii~~The Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MIRUS SECONDARY SCHOOL ("Charter School" or "Mirus"). In ~~creating-adopting~~ this policy, MIRUS SECONDARY SCHOOL has reviewed Education Code Section 48900 *et seq.* which ~~describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language ~~that follows closely mirrors is largely consistent with~~ the language of Education Code Section 48900 *et seq.* MIRUS SECONDARY SCHOOL is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

~~Consistent with this Policy~~When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as MIRUS SECONDARY SCHOOL 's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to ~~seek a material revision of~~ amend the charter so long as the amendments comport with legal requirements. MIRUS SECONDARY SCHOOL staff shall enforce disciplinary ~~rules-policies~~ and procedures fairly and consistently among all students. This policy and its procedures will be ~~printed and~~ distributed annually as part of the student handbook ~~and which~~ will clearly describe discipline expectations.

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

The MIRUS SECONDARY SCHOOL administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at the ~~School Learning Lead's office and/or the Administrator of Instructional~~

Services, School Coordinator's office.

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

A student identified as an individual with disabilities or for whom MIRUS SECONDARY SCHOOL has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. MIRUS SECONDARY SCHOOL will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom MIRUS SECONDARY SCHOOL has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder,~~ and shall inform the student, the student's parent/guardian, ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent, guardian, ~~or educational rights holder's~~ right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, ~~or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, ~~or educational rights holder~~ requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

**Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes

but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

- (c) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Learning Lead or Administrator of Instructional Services or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Learning Lead or Administrator of Instructional Services or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.



- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or

- 1) intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to

discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Learning Lead or Administrator of Instructional Services or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Learning Lead or Administrator of Instructional Services or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a

folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Learning Lead or Administrator of Instructional Services or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or MIRUS SECONDARY SCHOOL employee who referred the student to the School Learning Lead or Administrator of Instructional Services or designee.

The conference may be omitted if the School Learning Lead or Administrator of Instructional Services or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or MIRUS SECONDARY SCHOOL personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student/pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student/pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student/pupil for failure of the student/pupil's parent or guardian to attend a conference with MIRUS SECONDARY SCHOOL officials. Reinstatement of the suspended student/pupil shall not be contingent upon attendance by the student/pupil's parent or /guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If MIRUS SECONDARY SCHOOL officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

## 4. Homework Assignments During Suspension

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

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

## D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it or by the neutral and impartial Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student/pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Learning Lead or Administrator of Instructional Services or designee determines that the student/pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student/pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student/pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MIRUS SECONDARY SCHOOL 's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at MIRUS SECONDARY SCHOOL to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

MIRUS SECONDARY SCHOOL may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by MIRUS SECONDARY SCHOOL or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of ~~their his/her~~ right to (a) receive five (5) calendar days' notice of ~~their his/her~~ scheduled testimony; (b) have up to two (2) adult support persons of ~~their his/her~~ choosing present in the hearing at the time ~~the complaining witness testifies, he/she testifies~~, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MIRUS SECONDARY SCHOOL must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~the complaining witness he/she~~ is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MIRUS SECONDARY SCHOOL must present evidence that the witness' presence is both desired by the witness and will be



helpful to MIRUS SECONDARY SCHOOL . The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the ~~student/pupil~~ being expelled, the complaining witness shall have the right to have ~~their/his/her~~ testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
1. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled ~~student~~, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to ~~their~~ educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **J. Written Notice to Expel**

The School Learning Lead or Administrator of Instructional Services or designee, following a decision of the Board of to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MIRUS SECONDARY SCHOOL.

The School Learning Lead or Administrator of Instructional Services or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

MIRUS SECONDARY SCHOOL shall maintain records of all student suspensions and expulsions at Charter School. Such records shall be made available to the authorizer upon request.

#### **L. No Right to Appeal**

The ~~student~~~~pupil~~ shall have no right of appeal from expulsion from MIRUS SECONDARY SCHOOL as the Board of Directors' decision to expel shall be final.

#### **M. Expelled ~~Students~~~~Pupils~~/Alternative Education**

~~Parents/guardians of pupils~~~~Students~~ who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from MIRUS SECONDARY SCHOOL shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the ~~student~~~~pupil~~ may reapply to MIRUS SECONDARY SCHOOL for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a ~~student~~~~pupil~~ after the end of the student's expulsion term or to admit a previously expelled ~~student~~~~pupil~~ from another school district or MIRUS SECONDARY SCHOOL who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Learning Lead or Administrator of Instructional Services or designee and the ~~student~~~~pupil~~ and parent/guardian or representative to determine whether the ~~student~~~~pupil~~ has successfully completed the rehabilitation plan and to determine whether the ~~student~~~~pupil~~ poses a threat to others or will be disruptive to the school environment. The School Learning Lead or Administrator of Instructional Services or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The ~~student~~~~pupil~~'s readmission is also contingent upon MIRUS SECONDARY SCHOOL 's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

## 1. Notification of SELPA

MIRUS SECONDARY SCHOOL shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that MIRUS SECONDARY SCHOOL or the SELPA would be deemed to have knowledge that the student had a disability.

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the MIRUS SECONDARY SCHOOL had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and MIRUS SECONDARY SCHOOL agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or MIRUS SECONDARY SCHOOL believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or MIRUS SECONDARY SCHOOL, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and MIRUS SECONDARY SCHOOL agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a

hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

MIRUS SECONDARY SCHOOL shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a

written statement, to MIRUS SECONDARY SCHOOL supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other MIRUS SECONDARY SCHOOL personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other MIRUS SECONDARY SCHOOL supervisory personnel.

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

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

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

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### **Dress Code**

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events. Parents/guardians will be notified and students may be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images

- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### **Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy**

Board Policy: 3320

Approved: February 16, 2022

Amended: June 22, 2023

The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). ~~The Governing Board of Mirus Education hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Mirus Secondary School ("Charter School" or "Mirus").~~ The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").



Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### ***Lost or Damaged School Property***

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor

in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### ***Parents' Responsibilities***

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### **Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### ***Emergency Procedures and School Safety Plan***

MIRUS Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

MIRUS defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.

- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the MIRUS Comprehensive School Safety Plan is available ~~on the school website and~~ at each Resource Center.

### ***School Bus and Passenger Safety***

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### **Transportation Safety Plan**

Because Mirus Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

### **Definitions**

- *"School bus"* is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. *"School bus"* does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

*"School activity bus"* is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students

from residential schools, when the students are received and discharged at off- highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *“Private passenger vehicle”* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

### **Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

### **Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.

6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to

wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.

4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

#### Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

#### **Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

#### **Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

#### **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

#### **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

#### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:



- a. Proper fastening and release of the passenger restraint system;
- b. Acceptable placement of passenger restraint systems on students;
- c. Times when the passenger restraint systems should be fastened and released; and
- d. Acceptable placement of the passenger restraint systems when not in use.

### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

### **School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a

field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the

conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### ***Non-Discrimination Statement***

MIRUS ("charter school) is committed to equal opportunity for all individuals in education. MIRUS shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

MIRUS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity,

immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

MIRUS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

MIRUS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

MIRUS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which MIRUS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MIRUS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the MIRUS Uniform Complaint Procedures ("UCP") Compliance Officer:

Amanda Akle Lynne H. Alipio  
Chief of Staff and Compliance Officer, Chief Business Officer and CFO  
(858) 678-4811 (858) 678-2048  
 10170 Huennekens Street  
 San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### ***Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy***

Board Policy: 3179  
Approved: February 22, 2018  
Amended: June 21, 2018, June 22, 2023

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MIRUS (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to

investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff ~~that-who~~ witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, ~~or-and~~ volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MIRUS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Tim Tuter  
Executive Director  
858-678-2042  
ttuter@altusschools.net

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. ~~§-Part~~ 106.1 ~~*et seq.*~~) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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In accordance with Title IX and California law~~these existing laws~~, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.



\* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, [video](#) or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation ~~and~~ or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in MIRUS’ education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MIRUS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School’s education program or activity.

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**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

MIRUS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

MIRUS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

MIRUS informs Charter School employees, students, and parents/guardians of MIRUS’ policies regarding the use of technology in and out of the classroom. MIRUS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **2. Education**

MIRUS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MIRUS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MIRUS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MIRUS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MIRUS informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **3. Professional Development**

MIRUS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MIRUS employees who have regular interaction with students.

MIRUS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by MIRUS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MIRUS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MIRUS' students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

MIRUS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the MIRUS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MIRUS will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter  
Executive Director  
858-678-2042

ttuter@altusschools.net

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MIRUS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, [Administrator of Instrucional Services, School](#) Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the

respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MIRUS' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MIRUS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MIRUS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MIRUS to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MIRUS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;

- A statement that MIRUS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - MIRUS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MIRUS' policies.
  - MIRUS may remove a respondent from MIRUS education program or activity on an emergency basis, in accordance with MIRUS' policies, provided that MIRUS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, MIRUS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MIRUS offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - MIRUS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. MIRUS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to

good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, MIRUS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in MIRUS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable MIRUS policy.
  - MIRUS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at MIRUS; or
    - The specific circumstances prevent MIRUS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, MIRUS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

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- MIRUS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of MIRUS' code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MIRUS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MIRUS in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find MIRUS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of MIRUS' decision or resolution, submit a written appeal to the ~~Chairperson of the Board~~President of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MIRUS will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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- MIRUS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

### 7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

MIRUS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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## ***Educational Equity and Immigration Status Policy***

Board Policy: 1754

Approved: February 16, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). ~~The Board of Directors of Mirus Education hereby adopts this Educational Equity and Immigration Status Policy to apply to Mirus Secondary School ("Charter School" or "Mirus").~~ The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

### **Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

**Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the

complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

#### **Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes,

and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc).

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the ~~officer offer~~ that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to produce a documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
  - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to ~~any may~~ request without first consulting with the Charter School's counsel or other designated agency official
  - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
  - c. Subpoena for production of documents or other evidence
    - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus

9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - a. List or copy of the officer's credentials and contact information;
  - b. Identity of all school personnel who communicated with the officer;
  - c. Details of the officer's request;
  - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - e. Charter School personnel's response to the officer's request;
  - f. Any further action taken by the agent; and
  - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

#### **Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided



within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

#### *Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plan may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

#### *Additional Resources*

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

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## ***Student Freedom of Speech and Expression Policy***

Board Policy: 3175

Approved: February 22, 2011

Amended: February 22, 2018, February 16, 2022, June 22, 2023

~~The Board of Directors of Mirus Education, Inc. hereby adopts this Student Freedom of Speech/Expression Policy to apply to Mirus Secondary School, hereafter referred to as "Charter School."~~

The Charter School respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, their clothing, and the printed materials including the right of expressions in official publications, and/or the wearing of buttons, badges and other insignia

### **Definitions**

1. *"Obscenity"*: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. *"Defamation"*: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. *"Discriminatory Material"*: material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial

interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. *"Fighting Words"*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

#### **On-Resource Center Expression**

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### **A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter**

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive

Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. ~~The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy). Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.~~

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the Executive Director or designee, including but not limited to tutoring and group study).

#### **B. Official School Publications**

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of the official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the Administrator for Instructional Services or designee consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the Administrator for Instructional Services to the Executive Director.

#### **C. Buttons, Badges, and Other Insignia of Symbolic Expression**

<sup>2</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

**D. Use of Bulletin Boards**

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

**E. Organized Demonstrations**

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

**F. Student Speeches**

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

**Off-Campus Expression**

Off-campus student expression, including but not limited to student expression on ~~off-campus~~offsite internet web sites, is generally constitutionally protected but shall be subject to discipline when there is sufficient nexus between the speech and the school. such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

### **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized

under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

### **Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Charter through following the Charter School's General Complaint Policies and Procedures

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### **Teacher Qualifications**

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### **Communication**

MIRUS seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic **Parent Square AlertNow** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page ([www.facebook.com/Altus4U](http://www.facebook.com/Altus4U)) to keep up-to-date on all MIRUS information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### **Uniform Complaint Policy and Procedures ("UCP")**

Board Policy #~~1500-1600~~

Approved: May 6, 2009

**Amended:** June 30, 2015, May 25, 2016, **October 20, 2020, March 1, 2023**

Mirus Secondary School ("Charter School" or "Charter") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational



programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

#### Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, , on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, , , race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
  - Every Student Succeeds ;
  - Migrant Education Programs,
  - Regional Occupational Centers and Programs, and Special Education Programs; and
  - School Safety Plans.

- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
  - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where

applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging non-compliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R. sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Financial Officer ("CFO") or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio  
Chief Business Officer and CFO  
10170 Huennekens Street  
San Diego, CA 92121  
(858) 678-2048

The CFO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CFO or designee.

Should a complaint be filed against the CFO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

#### Notifications

The CFO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Charter is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter is operating pursuant to Title 22 licensing requirements.
3. A statement that Charter is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter 's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.

### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CFO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CFO or designee shall be made in writing. The period for filing may be extended by the CFO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Student Success Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Final Written Decision**

The Charter School shall issue an investigation report (the "Decision") based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion.
3. Rationale providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
4. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
5. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
6. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

#### Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's decision lacks material findings of necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.



Upon notification by the CDE that the complainant has appealed the Decision, the CFO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction

("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in 5 C.C.R. section, 4650 exists, including but not limited to cases in which through no fault of the complainant, the Charter School has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter School.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

**Commented [AA2]:** Replace with clean copy of Audeo Corp policy 1500 amended on 3/1/23

## **Student Fees Policy**

Board Policy: 1550

Approved: September 11, 2014

Amended: February 16, 2022, June 22, 2023

This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." This student fees policy has been adopted by the Board of Directors of Mirus Secondary School ("Charter School" or "Mirus"). This Policy is adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

### **I. General Statement of Policy**

No student enrolled in Mirus Secondary School shall be required to pay a student fee for participation in Charter School's educational activity unless specifically authorized by law.

### **II. Definitions**

, "Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to

Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
- (c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

### **III. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Mirus, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to the Charter School after the graduation ceremony.

#### **IV. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

#### **V. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities

from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

#### **VI. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School's Student and Parent Handbook.

#### **VII. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed no later than one year from the date of the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a

more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

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## ***Suicide Prevention Policy***

Board Policy: 3191

Approved: June 22, 2017

Amended: October 21, 2020, March 18, 2022, June 22, 2023

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School").

~~The Governing Board of Mirus Secondary School ("Charter School")~~ The Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

~~The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.~~

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.



2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
    - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health.
- b. Common misconceptions about suicide.
- c. Charter School and community suicide prevention resources.
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- e. The factors associated with suicide (risk factors, warning signs, protective factors).
- f. How to identify youth who may be at risk of suicide.
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

#### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National

Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.

- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.  
How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
  - c. Charter School's referral processes and how they or their children can reach out for help, etc.
7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.

- g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
  4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.
  5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
  6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

#### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

#### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:



- a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p><u>“Died by suicide”</u> or <u>“Took their own life”</u></p>	<p><u>“Committed suicide”</u> <u>Note: Use of the word “commit” can imply crime/sin</u></p>
<p><u>“Attempted suicide”</u></p>	<p><u>“Successful” or “unsuccessful”</u> <u>Note: There is no success, or lack of success, when dealing with suicide</u></p>

11. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text “988”
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860

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**Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in

crisis. California Department of Education youth suicide prevention information can be found at: <http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

#### **Staff Development**

Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

#### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing

confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

### ***Education for Homeless Children and Youth Policy***

Board Policy: 1750

Approved: February 16, 2022

Amended: September 6, 2022, June 22, 2023

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Board of Directors of Mirus Education hereby adopts this Educational for Homeless and Youth Policy to apply to Mirus Secondary School ("Charter School" or "Mirus"). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

#### **Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

#### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator  
 10170 Huennekens Street, San Diego, CA 92121  
 858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School .
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

#### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

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#### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. ~~(42 U.S.C. § 11432(g)(3)(E).)~~

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)



### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career-vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Charter School including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. ~~(42 U.S.C. § 11433(d)(3))~~  
~~All identified or suspected homeless children and youth will be referred to the Charter School Liaison. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)~~

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Charter School's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

### **High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

#### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

**School Website Posting**

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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A copy of the complete board policy is available on the Charter School website.

***Education for Foster and Mobile Youth Policy***

Approved: February 16, 2022

Amended September 6, 2022; ~~June 22, 2023~~

**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and

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Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

### **Definitions**

- "Foster youth" means any of the following:
  1. A child who has been removed from their home is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 and/(whether or not the child has been removed from the child' home by juvenile court).
  - 1.2. A child who is the subject of a petition filed under Welfare and Institutions Code pursuant WIC section 300 or 602. This includes children who are the subject of cases, has been removed from the child's home by the juvenile court, and is in dependency court and juvenile justice court foster care.
  3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
  5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- "Former juvenile court school student" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- "Child of a military family" refers to a student who resides in the household of an active duty

<sup>3</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

military member.

- “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- “*Student participating in a newcomer program*” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to [Welfare and Institutions Code](#) WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile

Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas  
 Equity and Inclusion Administrator  
[arojos@altuschools.net](mailto:arojos@altuschools.net)  
 858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.
2. Ensure proper transfer of credits, records, and grades when ~~Foster and Mobile Youth~~ foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.



A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as

the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>4</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. [The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of](#)

<sup>4</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

#### Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in

excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, ~~how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:~~

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

~~If an eligible student a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) is not exempted from additional graduation requirements or has~~ previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student ~~at any time within thirty (30) days of the exemption request,~~ if an exemption is requested by the youth and the youth ~~qualifies at one time qualified~~ for the exemption, ~~even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.~~ Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. ~~Inform~~ Consult with the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and

satisfactory progress for Charter School students over age 19.

2. ~~Inform~~ Consult with the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. ~~Provide~~ Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil

is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
  - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
  - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety (“ASES”) Program operated by the Charter School.

#### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

#### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

#### **Reporting Requirements**

Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, “pupil category” means the categories of pupils identified in the “Definitions” section of this Policy, above.

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#### **Availability of Complete Policy**



For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

### **Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education**

**Board Policy: 3325**

**Approved: February 16, 2022**

**Amended: June 22, 2023**

#### **A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). ~~The Board of Directors of Mirus Education hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Mirus Secondary School, hereafter collectively referred to as ("Charter School").~~ The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a

disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
  6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
  7. **Physical or Mental Impairment** –
    - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
    - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
  8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.
  9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
  10. **Is regarded as having an impairment** - means
    - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
    - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
- B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
  2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
  3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
  4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
  5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

- c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities.

Notifications shall include a statement of their rights to:

- Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to Charter School policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

[Kirsten Ramirez Henderson](#)

[10170 Huennekens Street, San Diego, CA 92121](#)

[\(619\)-393-2270](#)

[khenderson@altusschools.net](mailto:khenderson@altusschools.net)

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter

School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
  
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
  
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
  
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.



8. The parent/guardian and the School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. **Suspension and Expulsion, Special Procedures for Students with Disabilities**  
Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable

to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School .
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
 San Francisco Office  
 50 United Nations Plaza  
 San Francisco, CA 94102  
 (415) 486-5555 PHONE  
 (415) 486-5570 FAX  
 Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from Charter School for exercising any of these rights. Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

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A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### ***Special Education/Students with Disabilities/Child Find***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Alex Carrillo, School

Coordinator at (760) 947-7100.

## **Education Records and Student Information Policy**

Board Policy: 1212

Approved: October 19, 2017,

**Amended:** June 21, 2018, February 16, 2022; [June 22, 2023](#)

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The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, [Mirus Secondary School](#), Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

### **Definitions**

- *"Education Record"*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
  1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
  2. Grades, test scores, courses taken, academic specializations and school activities;
  3. Special education records;
  4. Disciplinary records;
  5. Medical and health records;
  6. Attendance records and records of past schools attended; and/or
  7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
  3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
  4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
  5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
  6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- *"Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.
  - *"Directory Information"*: [Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.](#) Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:
    1. Student's name



2. Student's address
  3. Parent/guardian's address
  4. Telephone listing
  5. Student's electronic mail address
  6. Parent/guardian's electronic mail address
  7. Photograph/video
  8. Date and place of birth
  9. Dates of attendance
  10. Grade level
  11. Participation in officially recognized activities and sports
  12. Weight and height of members of athletic teams
  13. Degrees, honors, and awards received
  14. The most recent educational agency or institution attended
  15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- *"Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
  - *"Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.
  - *"School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, [contracted provider of digital educational platforms and/or services](#); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.
  - *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

### **Disclosure Of Directory Information**

**Commented [MB3]:** A video is only appropriately classified under this list if the student's image is incidental or captured only as part of the background, or if a student is shown participating in school activities that are open to the public and without a specific focus on any individual.

Examples of situations that may cause a video to be an education record and NOT appropriately released as Directory Information:

A school surveillance video showing two students fighting in a hallway, used as part of a disciplinary action, is directly related to the students fighting.

A classroom video that shows a student having a seizure is directly related to that student because the depicted health emergency becomes the focus of the video.

If a school maintains a close-up photo of two or three students playing basketball with a general view of student spectators in the background, the photo is directly related to the basketball players because they are the focus of the photo, but it is not directly related to the students pictured in the background. However, schools often designate photos or videos of students participating in public events (e.g., sporting events, concerts, theater performances, etc.) as directory information and/or obtain consent from the parents or eligible students to publicly disclose photos or videos from these events.

A video recording of a faculty meeting during which a specific student's grades are being discussed is directly related to that student because the discussion contains PII from the student's education record.

<https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>

<https://www.cde.state.co.us/cdereval/leatransparencybestpractice>

If the school chooses to include videos within "directory information," then we recommend providing parents with a Media Release Form at the beginning of each school year.

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

#### **Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.

- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

### 3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of

the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### **Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

#### **Solicitation and Disclosure of Student Information for Immigration Purposes**

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as

a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.



4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office  
 U.S. Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, D.C. 20202-~~5920~~[8520](https://www.ed.gov/privacy)

### **Record Retention**

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- *“Mandatory Permanent Student Records”*: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  1. Legal name of student
  2. Date of birth
  3. Method of verification of birth date
  4. Sex of student
  5. Place of birth
  6. Name and address of parent of minor student
  7. Address of minor student if different than above
  8. An annual verification of the name and address of the parent and the residence of the student
  9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
  10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  11. Verification of or exemption from required immunizations
  12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
  1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
  2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver

3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records"*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
  1. Objective counselor and/or teacher ratings
  2. Standardized test results older than three years
  3. Routine discipline data
  4. Verified reports of relevant behavioral patterns
  5. All disciplinary notices
  6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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A copy of the complete Policy is available on the school website.

### ***Professional Boundaries: Staff/Student Interaction Policy***

The Board of Directors of Mirus Education, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Mirus Secondary School ("Charter School" or "Mirus".)

The Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

## **I. PURPOSE AND SCOPE**

It is the purpose of this Policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter Schools will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

## **II. BACKGROUND AND GENERAL POLICY PROVISIONS**

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the Policy of this school that all employees conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of each other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

Policy

While all boundaries and/or situations cannot be addressed in a single Policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

### III. BOUNDARIES

#### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

#### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily

activities. Although sincere, professional interaction with students fosters the charter mission of implementing “personalized, education programs to facilitate student achievement,” student/staff interaction has boundaries regarding the activities, locations and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

(This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this PPolicy.)

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in “emergency” situations).
2. Being alone in a room with a student.
  3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

**IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

## V. REPORTING

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.



## **VI. INVESTIGATING**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Supervising Administrator that an investigation is in progress; the Supervising Administrator, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Supervising Administrator shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

## **VII. CONSEQUENCES**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

## **VIII. TRAINING**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

\*\*\*\*

## Holidays and School Breaks

<b>Independence Day</b>	July 4, 2024
<b>Labor Day</b>	September 4, 2023
<b>Veterans Day</b>	November 10, 2023
<b>Thanksgiving Holiday</b>	November 20 – 24, 2023
<b>Winter Break</b>	December 18, 2023– January 1, 2024
<b>Martin Luther King, Jr. Day</b>	January 15, 2024
<b>Presidents' Day Holiday</b>	February 16 – 19, 2024
<b>Spring Break</b>	April 1 - 5, 2024
<b>Memorial Day</b>	May 27, 2024
<b>Juneteenth</b>	June 19, 2024

## Welcome to Sweetwater Secondary School

*Transforming Lives*

You are enrolled in one of the best charter schools in California. At Sweetwater Secondary School ("SSS," the "School," or the "Charter School") we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at SSS. Our students' progress and academic achievement is important to us. We

ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

SSS is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## ***Official School Correspondence***

All correspondence for the school and its staff should be mailed to:  
3252 Bonita Rd.  
Chula Vista, CA 91910

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## About Our School

Sweetwater Secondary School (SSS) is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, SSS is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Sweetwater Secondary School serves students in grades 7-12.

### ***Core Competency: Transforming Lives***

#### ***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

#### ***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.

- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

### **Values - How We Do Our Work**

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Sweetwater Secondary School.

### **Focus on Academic Teaching and Learning**

Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School (“Altus Schools”) which are operated by Audeo Charter School corporation are solely academic in nature and were originally created as re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. The Altus Schools are designed to be expanded and potentially replicated in a manner consistent with this model sufficiently proven effective.

Extracurricular activities such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics which may create distractions for students or staff are not a part of the operational design. The schools’ sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by the students’ successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status (“DASS”)<sup>1</sup> schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment.

The confidence gained by committing time to working directly with Altus instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue positive self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the Altus Schools support this vision and help collaborate to prepare students to better deal with and overcome personal and social constraints that influence their lives.

<sup>1</sup> DASS schools have at least 70% of the school’s total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

## Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At SSS, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each SSS Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings and may include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

SSS also offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student,

parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

SSS students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, SSS has many partnerships and alliances to provide community resources for students and their families.

### ***Home/School Partnership***

The most important relationship we build is the one between the teacher, student, and the student's family. SSS encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### ***Parent Involvement Policy***

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### ***Title I Parent Involvement Policy***

**Board Policy #: 6010**

**Approved: February 22, 2018**

**Amended: October 20, 2021, June 22, 2023**

**Commented [AA1]:** Include most recent copy of Board Policy 6010 (amended 10/20/21)

Sweetwater Secondary School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or



designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

#### **Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
  - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance,

which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

- Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.
3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.
  4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.
  5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.
  6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
  7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.

- Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
- Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.
9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

#### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. \*
  - The Title 1 Parent Information Meeting is held prior to Open House Events.
  - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
  - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
4. Provide parents of Title I students with timely information about Title I programs.
  - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
  - The Title 1 Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
  - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
  - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.
  
6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
  - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
  - Parent emails and contacts are responded to in 24 business hours.
  - An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

\*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

#### **Home-School Compact**

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

### **Building Capacity for Involvement**

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
  - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPOP ELL).
  - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
  - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
  - Parent engagement is a focus of the annual needs assessment.
  - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
  - Parent courses are offered through Altus University on specific topics that parents have requested.
  - English Learner Advisory Committee Meetings
  - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.

- Provide translation services in other languages, as requested, on important school information.

6. Provide support for parental involvement activities requested by Title I parents.

- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

### **Accessibility**

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

\*\*\*\*

A copy of the Charter School's complete Policy is available on the website.

### **Attendance, Lessons, and Course Credits**

Unlike traditional schools where attendance is measured by being physically present in a classroom, SSS measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at SSS, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of SSS's Independent Study Policy is available on the school website.

### **Year-round School Year**

SSS has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### **Student Assessments**

Students at SSS are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our SSS program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

SSS staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/ta/tg>.

### **California Assessment of Student Performance and Progress ("CAASPP")**

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

[Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.](#)

Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	7-11	Sept.-Oct. & March-April
English Language Proficiency Assessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	7-12 English Learners	February-March
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts, Mathematics	7-8, 11	May-June
	<u><a href="#">California Science Tests (CAST)</a></u> <u><a href="#">California Standards Tests (CST)</a></u> /California Modified Assessment (CMA)	Science	8, 10-12	May-June

### **SSS High School Graduation Options**

SSS provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at SSS is dedicated to offering many opportunities for students to succeed. SSS offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HISET Option

#### **Option 1 High School Diploma**

Students graduating with an Option 1 High School Diploma from SSS must complete 42 Semester Credits in grades 9-12. SSS's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (\*) are the courses that UC or CSU-bound students should take.

### ***SSS High School Graduation Course Requirements***

<b>English (8 semester credits)</b>		<b>Mathematics (6 semester credits)</b>
4 credits - English 1-4*		2 credits - Algebra or Integrated Math 1
2 credits - American Literature* or Honors American Literature*		2 credits - Geometry or Integrated Math 2
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*		2 credits - Intermediate Algebra* or Integrated Math 3
*4 years required		2 credits - Pre-calculus* or Honors Pre-calculus
		2 credits - Statistics*
		*3 years required, 4 years recommended
<b>Science (4 semester credits)</b>		<b>History-Social Science (6 semester credits)</b>
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)		2 credits - World History*, Geography & Economics*
2 credits - Life Science (Biology*)		2 credits - US History* or Honors US History*
*2 years required, 3 years recommended		1 credit - Government*
		1 credit - Economics
		2 credits - AP Human Geography (elective)
<b>General Electives (9 semester credits)</b>	<b>Physical Education (4 semester credits)</b>	<b>Pathways Portfolio (1 semester credit)</b>
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).
<b>World Language OR Visual/ Performing Arts (2 semester credits)</b>		
<b>Option A:</b>	<b>Option B:</b>	<b>UC/CSU Option:</b>



2 credits - World Language (both semesters must be the same language)	2 credits - Visual/Performing Arts	4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)
<b>CTE/Service Learning/WEE (2 semester credits)</b>		
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> 2 credits - Work Experience Education (240 hours of paid employment)
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		
<b>*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.</b>		

### **Option 2 High School Diploma**

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

#### **Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

#### **Admission Requirements and Process**

- Student must be enrolled at SSS and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the SSS Option 2 Committee, outlining why this option best meets the needs of this student.
- SSS Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

#### **Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### **HiSet Option**

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. SSS students will be able to take the HiSET on-site at a SSS resource center, exclusively open to SSS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### Option 2 Graduation Course Requirements

<b>English (6 semester credits)</b>		<b>Mathematics (4 semester credits)</b>	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
<b>Science (4 semester credits)</b>		<b>History - Social Science (6 semester credits)</b>	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
<b>General Electives (1 semester credit)</b>	<b>Pathways Portfolio (1 semester credit)</b>	<b>Physical Education (4 semester credits)</b>	
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.	
<b>World Languages and Visual/Performing Arts (2 semester credits)</b>			
<b>Option A:</b> 2 credits - World Language (both semesters must be the same language)	<b>Option B:</b> 2 credits - Visual/Performing Arts		
<b>CTE/Service Learning/WEE (2 semester credits)</b>			
<b>Option A:</b> 2 credits - CTE (Career Technical Education)	<b>Option B:</b> 2 credits - Service Learning (120 hours total of community service)	<b>Option C:</b> Work Experience Education (240 hours of paid employment)	
<b>Grade Point Average (GPA)</b>			
Students must have a minimum GPA of 2.0 in the required courses for Option 2.			

### **HiSet Option**

The HiSet is a state approved High School Equivalency Exam, and is included as an option for students to finish their secondary education with "Completer" status. SSS students will be able to take the HiSET on-site at an SSS resource center, exclusively open to SSS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### **College Admission Requirements**

At SSS, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below. For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org)

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma <i>(including UC/CSU-approved coursework)</i>	Diploma <i>(including UC/CSU-approved coursework)</i>
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math <u>- optional</u>	ACT Assessment plus Writing <b>OR</b> SAT Reasoning Test with Critical Reading, Math & Writing <u>- optional</u>

### **NCAA Eligibility**

The NCAA Eligibility Center has launched a new website at [ncaa.org/student-athletes/future](http://ncaa.org/student-athletes/future) to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

### ***Grant Program Notice***

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### ***Grade Suppression***

Students wishing to suppress a "D" or "F" grade earned from a SSS - approved accredited school or district outside of SSS must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### ***Grade Validation***

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from SSS.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

SSS will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### ***College Course Credit***

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### ***Graduating Class Year Determination***

Students who satisfy graduation requirements by the end of July of the school year (i.e., 21-22, 22-23, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### **Graduation Ceremony**

Graduation is a special and dignified event. SSS commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from AUDEO must complete the following requirements:

- Complete all stated requirements for a high school diploma, **OR** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), **OR** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend ~~both~~-required graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

### **Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### **Senior Exit Orientation**

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a SSS June graduation ceremony.

### **Pathways: Education with a Purpose**

Upon enrollment at SSS and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and

financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### ***Pathways/Naviance Family Connection***

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### ***Availability of Prospectus***

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### ***English Learners***

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status,

monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### ***Involuntary Removal Process***

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## Enrollment, Student, & Health Services

### **Resource Center Transfer Requests**

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### **Enrollment/Transfer Process**

Students who choose to discontinue enrollment at SSS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet SSS attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at [https://sweetwatersecondarycharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form\\_SBE.pdf](https://sweetwatersecondarycharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SBE.pdf).

### **Transcript and Records Requests**

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, <https://sweetwatersecondarycharter.com/request-transcripts/>.

### **Attendance Verification**

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### **Work Permits**

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting SSS attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work



permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### **Health Program**

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### **Health Screenings**

~~Students are screened for vision, hearing and scoliosis.~~ State-mandated assessments will be provided for the following indicated grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and students with an Individualized Health Plan/IEP), Color Vision (1<sup>st</sup> grade) and Hearing Screening (Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and students with an IEP). New students and students referred by parents, student or school staff will be assessed, as indicated. ~~8th and 10th or 11th grade hearing screening and 8th grade vision screening.~~ A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. ~~New students and students referred by parents, student or school staff will be assessed as indicated.~~

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any student child enrolled in the Charter School may file annually with the Executive Director of the school in which the student child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the student (California Education Code 49451) child. Thereupon the student child shall be exempt from any physical examination, but whenever there is a good reason to believe that the student child is suffering from a recognized contagious or infectious disease, the student child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Availability of Health Insurance**

Students Children—regardless of immigration status (foster youth, pregnant ~~women~~, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is the resource where individuals and families can get affordable health insurance. Upon completing the application, you'll find out if you qualify for free or low-cost health insurance, including Medi-Cal, low-cost insurance for pregnancy through Access for Infants and Mothers (AIM), affordable private health insurance plans and help paying for your health insurance. You may qualify for a free or low-cost program even if you earn as much as \$94,000 a year for a family of four. The State of California created Covered California™ to help you and your family get health insurance.

You can use this application to apply for anyone in your family, even if they already have insurance now. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/support/forms/>

~~Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.allinforhealth.org/>.~~

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### **Health Curriculum and Sexual Health Education**

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 7 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health

behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

## ***Immunizations and Control of Communicable Disease***

Board Policy #: 1756

Approved: June 24, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

### **Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

#### **Entering KindergartenTK-12:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
2. Polio - Four (4) doses
3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
4. Hepatitis B (Hep B) - Three (3) doses
5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

#### **Entering 7<sup>th</sup> Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for ~~children 7-17 years old the TK/K-12 grade levels~~ (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student ~~is fully immunized-provides proper documentation of the student's compliance with the immunization requirements~~ as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

#### **Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student ~~has been fully~~

~~immunized~~ provides proper documentation of the student's compliance with the immunization requirements as required by law.

### **Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

### **Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-~~120372~~.
  - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - c. Medical exemptions ~~issued before January 1, 2020~~, will continue to remain valid until the earliest of: 1) the child's enrollments in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
2. Independent study students who do not attend ANY resource center classes or activities.
  - a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.
3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
  - a. "Grade span" means each of the following:
    - i. Birth to Preschool.
    - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
    - iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org>.

**Commented [AA2]:** Replace with clean copy of Audeo Corp Policy 1756 (amended 6/24/22)

A complete copy of SSS's Immunizations Policy is available on the school website.

#### **Kindergarten Oral Health Assessment**

California Education Code Section 49452.8 states that all school districts shall submit a report each year to the county office of education of the county in which the school district is located. This section requires public school students to have an oral health assessment by a licensed dentist or other licensed or registered dental health professional no later than May 31 of their first year of school enrollment.

#### **School Entry Health Exam Requirement for 1<sup>st</sup> Graders**

The State of California law requires a health examination for children entering 1<sup>st</sup> grade to prevent, find, and treat many health problems before they become serious. Therefore, all children must have a health checkup within 18 months before first grade or up to 90 days after starting first grade.

No-cost health examinations are available through the Child Health and Disability (CHDP) program. The CHDP program assists families to meet the first-grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments.

#### **Diabetes**

SSS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

#### **Administration of Medications Policy**

SSS staff is responsible for overseeing the administration of medication to students attending SSS during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before

licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### Administration of Medication Policy

Board Policy: 5160

Approved: February 22, 2018

Amended: February 16, 2022, June 22, 2023

Sweetwater Secondary School ("Charter School") staff is responsible for overseeing the administration of ~~prescribed and over-the-counter~~ medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

#### Definitions

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "Medication" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "Regular school day" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

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#### **Administration of Medication with Charter School Assistance**

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a ~~pupil~~student to be assisted by the school nurse or other designated Charter School personnel in administering medication Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

### **Self-Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication (without Charter School Assistance)**

~~Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows: Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:~~

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the ~~pupil~~student is able to self-administer an EpiPen or inhaled asthma medication, and
2. ~~A~~a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated ~~school~~Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and ~~school~~Charter School personnel from civil liability if the self-administering ~~pupil~~student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~



~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.~~

### **Staff Training and Emergency Response**

Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

#### A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The ~~school~~ Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

~~The~~ Charter School will ensure any ~~school~~ Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

~~The~~ Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an ~~epinephrine auto-injector~~ EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

#### B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

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2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/-or-guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/-or-guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

#### C. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

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The student's name, the name and purpose of the A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider. These written statements specified shall be provided at least annually and more frequently if the medication, its prescribed dosage/amount, frequency of administration, or reason for, method of administration changes and the frequency with which the medication may be administered;

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Detailed seizure symptoms, including frequency, type, or length of seizures that identify when

- The primary responsibility for the administration of an emergency anti-seizure medication rests with becomes necessary;
- The circumstances under which the parent/guardian medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student, and medical professionals, after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

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This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

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Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

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Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

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If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

#### **Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
  - a. Student's name.
  - b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.
  - g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

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For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please [see the school website, contact your student's teacher,](#)

#### **Free and Reduced-Price Meals-California Universal Meals Program**

Pursuant to California Law [and the California Universal Meals Program](#), the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one ~~free-of reduced-price~~, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

#### **Student Wellness Policy**

[Board Policy: 1710](#)

[Approved: February 22, 2018](#)

[Amended: February 16, 2022, June 22, 2023](#)

Sweetwater Secondary School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting

learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## **I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### **Implementation Plan**

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at [www.Sweetwatersecondarycharter.com](http://www.Sweetwatersecondarycharter.com).

### **Recordkeeping**

The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.

- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

#### **Annual Notification of Policy**

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

#### **Triennial Progress Assessments**

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator  
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

#### **Revisions and Updating the Policy**

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

#### **Community Involvement, Outreach and Communications**

The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. **Nutrition**

### **Charter School Meals**

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

### **Competitive Foods and Beverages**

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### **Fundraising**

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

### **Nutrition Promotion**

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

### **Food and Beverage Marketing in Schools**

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

### **III. Physical Activity**

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health



In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

#### **IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### **Community Partnerships**

The Charter School will continue to develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

#### **Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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### ***Human Trafficking Prevention***

**Board Policy: 3172**

**Approved: May 19, 2021**

**Amended: March 1, 2023, June 22, 2023**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School ("Charter School") is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

### **Student Instruction**

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

### **Information to Parents/Guardians**

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

### **Staff Training**

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

~~California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.~~

~~In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://Sweetwatersecondarycharter.com/student-parent-handbook/>). Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.~~

~~Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.~~

### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours. The counseling office can also be reached at (858) 249-7019. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 249-7019 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 249-7019.

Available in the Community:

- ~~The Charter School collaborates with several community organizations to provide mental health services and supports to students and families. Please contact your student's teacher or counselor to inquire about local resources in your community.~~
- ~~Please visit the Student Resources page on the school website to find mental health resources in your community.~~

Available Nationally:

- ~~988 Suicide and Crisis Lifeline National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Dial or send a text message to 988 or visit <https://988lifeline.org/>~~
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386, send a text to 678-678 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

**Mental Health Notice**

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, ~~please call~~ [please call 988 or](https://www.988lifeline.org/) the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about

community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

### ***Pregnant and Parenting Students***

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer](#) ~~Chief Business Officer and CFO~~  
 (858) 678-4811 (858) 678-2048  
[Aakle@altusschools.net](mailto:Aakle@altusschools.net) ~~lalipio@altusschools.net~~

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

### **Other Services/Resources Available**

SSS partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 249-7019, OR visit [www.Sweetwatersecondarycharter.com/](http://www.Sweetwatersecondarycharter.com/).

## Key School Policies

### ***Student Responsibilities***

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship [and the Zero Tolerance Policies](#), and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### ***Student Academic Integrity & Citizenship***

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### ***Internet/Student Use of Technology Policy and Acceptable Use Agreement***

Technology and access to the internet are part of the learning opportunities available at SSS. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use

Agreement prior to being granted access to SSS technology.

### Student Use of Technology Policy

Board Policy: 3130

Amended: December 11, 2017, February 16, 2022, June 22, 2023

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Sweetwater Secondary School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

#### **Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

#### **Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

#### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
  - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
  - b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- 2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - a) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site, including, but not limited to:
    - i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
    - ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil

would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.



All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. ~~All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.~~

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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### Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not

use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

**5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

**6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

**7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

**8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

**9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### ***Loitering Law***

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### ***Suspension and Expulsion Policy***

[Board Policy: 3110](#)

[Amended: May 5, 2009, February 16, 2022, December 7, 2022, June 22, 2023](#)

#### **Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Sweetwater Secondary School ("SSS" or "Charter School"). In

creating this policy, SSS has reviewed Education Code Section 48900 *et seq.* ~~which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal.~~ The language that follows closely mirrors ~~is largely consistent with~~ the language of Education Code Section 48900 *et seq.* SSS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

~~Consistent with this Policy~~When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SSS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to ~~seek a material revision of~~ amend the charter so long as the amendments comport with legal requirements. SSS staff shall enforce disciplinary ~~rules-policies~~ and procedures fairly and consistently among all students. This policy and its procedures will be ~~printed and~~ distributed ~~annually~~ as part of the student handbook ~~and which~~ will clearly describe discipline expectations.

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

The SSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the ~~Executive Director's~~ School Coordinator's office.

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

A student identified as an individual with disabilities or for whom SSS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SSS will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SSS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder,~~ and shall inform the student, the student's parent/guardian, ~~or educational rights holder~~ of the basis for which the student is being involuntarily removed and the student's parent, guardian, ~~or educational rights holder's~~ right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, ~~or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the

action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~ ~~Executive Director~~ or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written



permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

- b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~~~Executive Director~~ or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~School Coordinator~~~~Executive Director~~ or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

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

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the ~~School Coordinator~~~~Executive Director~~ or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or SSS employee who referred the student to the ~~School Coordinator~~~~School Coordinator~~~~Executive Director~~ or designee.

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

At the conference, the ~~student~~~~pupil~~ shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the ~~student~~~~pupil~~ waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a ~~student~~~~pupil~~ for failure of the ~~student~~~~pupil~~’s parent or guardian to attend a conference with SSS officials. Reinstatement of the suspended ~~student~~~~pupil~~ shall not be contingent upon attendance by the ~~student~~~~pupil~~’s parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If SSS officials wish to ask the parent/guardian to confer regarding

matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

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

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

### 4. Homework Assignments During Suspension

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

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

## D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the ~~neutral and impartial~~ Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the ~~student~~~~pupil~~ ~~or nor~~ a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the ~~School Coordinator~~~~Executive Director~~ or designee determines that the ~~student/pupil~~ has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all ~~student/pupil~~ confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the ~~student/pupil~~ makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

SSS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SSS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the ~~student/pupil~~.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of ~~their his/her~~ right to (a) receive five days' notice of ~~their his/her~~ scheduled testimony, (b) have up to two (2) adult support persons of ~~their his/her~~ choosing present in the hearing at the time ~~the complaint witness testifies, he/she testifies~~, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SSS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~the complaining witness he/she~~ is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SSS must present evidence that the witness' presence is both desired by the witness and will be helpful to SSS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the ~~student/pupil~~ being expelled, the complaining witness shall have the right to have ~~their/his/her~~ testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**



While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled ~~student~~<sup>pupil</sup>, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

#### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to ~~their~~<sup>his/her</sup> educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### **J. Written Notice to Expel**

The ~~School Coordinator~~<sup>Executive Director</sup> or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SSS.

The ~~School Coordinator~~<sup>Executive Director</sup> or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

SSS shall maintain records of all student suspensions and expulsions at SSS. Such records shall be made available to the authorizer upon request.

**L. No Right to Appeal**

The ~~student/pupil~~ shall have no right of appeal from expulsion from SSS as the Board of Directors' decision to expel shall be final.

**M. Expelled ~~Students/Pupils~~/Alternative Education**

~~Parents/guardians of pupils~~ Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SSS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**N. Rehabilitation Plans**

Students who are expelled from SSS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the ~~student/pupil~~ may reapply to SSS for readmission.

**O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a ~~student/pupil~~ after the end of the student's expulsion term or to admit a previously expelled ~~student/pupil~~ from another school district or SSS who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the ~~School Coordinator/Executive Director~~ or designee and the ~~student/pupil~~ and parent/guardian or representative to determine whether the ~~student/pupil~~ has successfully completed the rehabilitation plan and to determine whether the ~~student/pupil~~ poses a threat to others or will be disruptive to the school environment. The ~~School Coordinator/Executive Director~~ or designee shall make a recommendation to the Board of Directors following the meeting regarding the ~~School Coordinator/Executive Director's~~ or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The ~~student/pupil's~~ readmission is also contingent upon SSS's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

1. Notification of SELPA

SSS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that SSS or the SELPA would be deemed to have knowledge that the student had a disability.

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the SSS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and SSS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SSS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SSS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and SSS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

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### ***Dress Code***

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events.

Parents/guardians will be notified and students ~~may will~~ be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances

- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### ***Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy***

Board Policy: 3320

Approved: February 16, 2022

Amended: June 22, 2023

The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes

the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Sweetwater Secondary School ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the

possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### ***Lost or Damaged School Property***

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### ***Parents' Responsibilities***

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

### ***Parents' Role in Discipline and Behavior***

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.

- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### ***Emergency Procedures and School Safety Plan***

SSS Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

SSS defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the SSS Comprehensive School Safety Plan is available ~~on the school website and~~ at each Resource Center.

### ***School Bus and Passenger Safety***

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### **Transportation Safety Plan**

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

### **Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource



Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

"School activity bus" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- "Private passenger vehicle" is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

#### **Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

#### **Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

##### Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.

7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

#### **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

#### **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

#### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and

2. Use of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
  - a. Proper fastening and release of the passenger restraint system;
  - b. Acceptable placement of passenger restraint systems on students;
  - c. Times when the passenger restraint systems should be fastened and released; and
  - d. Acceptable placement of the passenger restraint systems when not in use.

### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

### **School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### ***Non-Discrimination Statement***

SSS ("charter school) is committed to equal opportunity for all individuals in education. SSS shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

SSS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

SSS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent,

guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

SSS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

SSS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which SSS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. SSS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the SSS Uniform Complaint Procedures ("UCP") Compliance Officer:

[Amanda Akle Lynne H. Alipio](#)  
[Chief of Staff and Compliance Officer Chief Business Officer and CFO](#)  
[\(858\) 678-4811 \(858\) 678-2048](#)  
 10170 Huennekens Street  
 San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### ***Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy***

[Board Policy: 3179](#)  
[Approved: February 22, 2018](#)  
[Amended: June 21, 2018, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School."](#) Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, SSS (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.



As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff ~~that who~~ witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, ~~or~~ and volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. SSS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

#### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Tim Tuter  
Executive Director  
858-678-2042  
ttuter@altusschools.net

#### **Definitions**

##### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

##### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. ~~§-Part~~ 106.1 ~~-et seq.~~) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

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In accordance with Title IX and California law~~these existing laws~~, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

#### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's his or her physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's his or her academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and-or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in SSS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that SSS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School's education program or activity.

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**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

SSS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

SSS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

SSS informs Charter School employees, students, and parents/guardians of SSS's policies regarding the use of technology in and out of the classroom. SSS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## 2. Education

SSS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. SSS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at SSS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

SSS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

SSS informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## 3. Professional Development

SSS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other SSS employees who have regular interaction with students.

SSS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by SSS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

SSS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for SSS’s students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

SSS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the SSS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, SSS will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter  
Executive Director  
858-678-2042

ttuter@altussschools.net

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. SSS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, [Administrator of Instrucional Services](#), [School Coordinator](#), a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to SSS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or SSS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. SSS will maintain as confidential

any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of SSS to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of SSS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
    - A statement that SSS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - SSS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with SSS's policies.
  - SSS may remove a respondent from SSS education program or activity on an emergency basis, in accordance with SSS's policies, provided that SSS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, SSS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If SSS offers such a process, it will do the following:



- Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- SSS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. SSS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, SSS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in SSS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable SSS policy.
  - SSS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at SSS; or
    - The specific circumstances prevent SSS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

- If a formal complaint of sexual harassment or any of the claims therein are dismissed, SSS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - SSS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of SSS's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

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## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from SSS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by SSS in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find SSS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of SSS's decision or resolution, submit a written appeal to the ~~Chairperson of the Board~~President of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and SSS will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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- SSS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

## 7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

SSS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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## ***Educational Equity and Immigration Status Policy***

Board Policy: 1754

Approved: February 16, 2022

Amended: June 22, 2023

The Board of Directors of Audeo Charter School hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School").

Sweetwater Secondary School ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

### **Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

### **Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

### *Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts

- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of

student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

### **Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the

immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

#### *Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the ~~officer offer~~ that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to ~~produce product an~~ documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:



- a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to ~~any~~ request without first consulting with the Charter School's counsel or other designated agency official
  - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
  - c. Subpoena for production of documents or other evidence
    - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
- a. List or copy of the officer's credentials and contact information;
  - b. Identity of all school personnel who communicated with the officer;
  - c. Details of the officer's request;
  - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - e. Charter School personnel's response to the officer's request;
  - f. Any further action taken by the agent; and
  - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected from the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes
- Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes,

unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

### **Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

### *Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the

person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

#### *Additional Resources*

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
  - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
  - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

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### ***Student Freedom of Speech and Expression Policy***

[Board Policy: 3175](#)

[Approved: February 22, 2011](#)

[Amended: February 22, 2018, February 16, 2022, June 22, 2023](#)

*Sweetwater Secondary School ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

#### **Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. *"Defamation"*: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. *"Discriminatory Material"*: material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. *"Fighting Words"*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

#### *On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. ~~The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy). Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.~~
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

#### B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

<sup>2</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

#### *Off- Site Expression*

Off-site student expression, including but not limited to student expression on offsite internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when there is sufficient nexus between the speech and the school. ~~such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.~~

#### Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression.

2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

### **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

### **Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

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### **Teacher Qualifications**

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### **Communication**



SSS seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ~~Parent Square~~ ~~AlertNow~~ automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page ([www.facebook.com/Altus4U](http://www.facebook.com/Altus4U)) to keep up-to-date on all SSS information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### **Uniform Complaint Policy and Procedures ("UCP")**

Board Policy #: 1500

Adopted/Ratified: May 5, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020; March 1, 2023

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") board policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

#### **Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs, and
  - School Safety Plans.

- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
  - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

#### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio  
 Chief Business Officer and CFO  
 10170 Huennekens Street  
 San Diego, CA 92121  
 (858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

#### **Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

### Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or

bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the

complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision") based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

### **Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.

5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

**Commented [AA3]:** Replace with clean copy of Audeo Corp policy 1500 amended on 3/1/23



A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## **Student Fees Policy**

Board Policy: 1550

Approved: September 11, 2014

Amended: February 16, 2022, June 22, 2023

This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School." This student fees policy has been adopted by the Board of Directors. This Policy is adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School").

### **General Statement of Policy**

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

#### **I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;
- (c) purchase that a pupil is required to make to obtain materials, supplies,

equipment, or uniforms associated with an educational activity.

## **II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

## **III. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

#### **IV. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

#### **V. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

#### **VI. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to

Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

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### ***Suicide Prevention Policy***

[Board Policy: 3191](#)

[Approved: June 22, 2017](#)

[Amended: October 21, 2020, March 18, 2022, June 22, 2023](#)

[The Board of Directors of Audeo Charter School, Inc. hereby adopts this Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School \("Charter School"\).](#)

[The Governing Board of Sweetwater Secondary School \("Charter School"\)](#) ~~The Board~~ recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to

attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

~~The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.~~

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;

- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
    - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors).
  - f. How to identify youth who may be at risk of suicide.
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
  - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.



- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

#### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.

b. How to talk with a student about thoughts of suicide.

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

**Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the

situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan;

providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

<b>Use</b>	<b>Do Not Use</b>
<b><u>"Died by suicide"</u></b> <b>or</b> <b><u>"Took their own life"</u></b>	<b><u>"Committed suicide"</u></b> <b>Note:</b> Use of the word "commit" can imply crime/sin
<b><u>"Attempted suicide"</u></b>	<b><u>"Successful" or "unsuccessful"</u></b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:



- Call or Text "988"
- Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: <http://www.cde.ca.gov/lr/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

### **Staff Development**

Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.
5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

### ***Education for Homeless Children and Youth Policy***

Board Policy: 1750

Approved: February 16, 2022

Amended: September 6, 2022, June 22, 2023

The Board of Directors of Audeo Charter School hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

#### **Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

#### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator  
10170 Huennekens Street, San Diego, CA 92121  
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain

assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. ~~(42 U.S.C. § 11432(g)(3)(E).)~~

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in ~~career~~ vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter

School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Charter School including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Charter School's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

### **High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the



student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

#### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

#### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

#### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. [Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.](#)

#### **School Website Posting**

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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A copy of the complete board policy is available on the Charter School website.

### ***Education for Foster and Mobile Youth Policy***

Approved: February 16, 2022

Amended September 6, 2022; ~~June 22, 2023~~

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#### **Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

#### **Definitions**

- "Foster youth" means any of the following:
  1. A child who has been removed from their home is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 and/(whether or not the child has been removed from the child' home by juvenile court).
  - 1-2. A child who is the subject of a petition filed under Welfare and Institutions Code pursuant WIC section 300 or 602. This includes children who are the subject of cases, has been removed from the child's home by the juvenile court, and is in dependency court and juvenile justice court foster care.
  3. A nonminor under the transition jurisdiction of the juvenile court, as

described in WIC section 450, who satisfies all of the following criteria:

- a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
- b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
- c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to ~~Welfare and Institutions Code~~ WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the

<sup>3</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- “Best interests” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “Partial coursework satisfactorily completed” includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

#### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Ana Maria Rojas  
Equity and Inclusion Administrator  
[arojos@altusschools.net](mailto:arojos@altusschools.net)  
858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.
2. Ensure proper transfer of credits, records, and grades when ~~Foster and Mobile Youth~~ foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records

to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on

indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin

through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP



team will determine if the student requires special education transportation as a related service regardless of the student's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>4</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

<sup>4</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

#### Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 [based on the average age of students in the third or fourth year of high school](#) may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the

additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, ~~how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:~~

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

~~If an eligible student~~ a Foster and Mobile Youth who was eligible for an exemption and ~~1) was not properly notified of the availability of the exemption, or 2) is not exempted from additional graduation requirements or has~~ previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student ~~at any time~~ within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth ~~qualifies at one time qualified~~ for the exemption, even if the pupil is no longer

~~a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.~~

Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. ~~Inform-Consult with~~ the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. ~~Inform-Consult with~~ the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. ~~Provide-Consult with and provide~~ information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to

complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the following academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School

shall:

- i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
- ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

#### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information

contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

### **Reporting Requirements**

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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### **Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## ***Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education***

**Board Policy: 3325**

**Approved: February 16, 2022**

**Amended: June 22, 2023**

### **A. A-SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected

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to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Charter School’s Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent’s/guardian’s procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504



plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.
9. **Has a record of such an impairment** - means has a history of, or has been

misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-

based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall

be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson  
111 Fletcher Parkway, El Cajon, CA 92020  
(619)-393-2270  
khenderson@altuschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
8. The parent/guardian and the School shall be afforded the rights to:



- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP and modify it, as necessary,

to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

### 3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

### 4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

### **C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable

accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in

the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 111 Fletcher Parkway, El Cajon, CA 92020, with any questions regarding the information contained herein.

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A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### ***Special Education/Students with Disabilities/Child Find***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This

includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact [Allison Fleck, School Coordinator at \(858\) 678-2020](#) ~~Hayley Beaupre, School Coordinator at (858) 249-7019.~~

### **Education Records and Student Information Policy**

Board Policy: 1212

Approved: October 19, 2017,

**Amended:** June 21,2018, February 16, 2022; [June 22, 2023](#)

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The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, [Mirus Secondary School](#), Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

#### **Definitions**

- *"Education Record"*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School . Such information includes, but is not limited to:
  1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
  2. Grades, test scores, courses taken, academic specializations and school activities;
  3. Special education records;
  4. Disciplinary records;
  5. Medical and health records;
  6. Attendance records and records of past schools attended; and/or
  7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:



1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
  2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
  3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
  4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
  5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
  6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- *"Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.
  - *"Directory Information"*: [Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.](#) Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School

pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

1. Student's name
  2. Student's address
  3. Parent/guardian's address
  4. Telephone listing
  5. Student's electronic mail address
  6. Parent/guardian's electronic mail address
  7. Photograph/[video](#)
  8. Date and place of birth
  9. Dates of attendance
  10. Grade level
  11. Participation in officially recognized activities and sports
  12. Weight and height of members of athletic teams
  13. Degrees, honors, and awards received
  14. The most recent educational agency or institution attended
  15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- *"Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
  - *"Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.
  - *"School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, [contracted provider of digital educational platforms and/or services](#); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.
  - *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

**Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or

intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

##### 1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

##### 2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.

- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

### 3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to

challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

#### **Solicitation and Disclosure of Student Information for Immigration Purposes**

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.



3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.

2. Provide students and families with appropriate notice and a description of the immigration officer's request.

3. Document any verbal or written request for information by immigration authorities.

4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendaized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-~~5920~~[59208520](tel:20259208520)

### **Record Retention**

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- *"Mandatory Permanent Student Records"*: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
  1. Legal name of student
  2. Date of birth
  3. Method of verification of birth date
  4. Sex of student
  5. Place of birth
  6. Name and address of parent of minor student
  7. Address of minor student if different than above
  8. An annual verification of the name and address of the parent and the residence of the student
  9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
  10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  11. Verification of or exemption from required immunizations
  12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *"Mandatory Interim Student Records"*: Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
  1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible

- student, or a dependent adult student, or an adult student, or the custodian of records.
2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
  3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
  4. Language training records
  5. Progress slips and/or notices
  6. Parental restrictions regarding access to directory information or related stipulations.
  7. Parental or adult student rejoinders to challenged records and to disciplinary action
  8. Parental authorizations or prohibitions of student participation in specific programs
  9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records"*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
  1. Objective counselor and/or teacher ratings
  2. Standardized test results older than three years
  3. Routine discipline data
  4. Verified reports of relevant behavioral patterns
  5. All disciplinary notices
  6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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A copy of the complete Policy is available on the school website.

### ***Professional Boundaries: Staff/Student Interaction Policy***

The Board of Directors of Audeo Charter School hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as "Charter School."

The Governing Board recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.

- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

## **II. BACKGROUND AND GENERAL POLICY PROVISIONS**

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## **III. BOUNDARIES**

### **A. Boundaries Defined**

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### **B. Acceptable and Unacceptable Behavior**

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent,

positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

#### **Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### **Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

#### **Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the

content is not about school activities.

#### **Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

#### **IV. CORPORAL PUNISHMENT**



Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

## V. Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the

Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

#### **VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

#### **VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

#### **VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School II

CDS Code: 37103710134577

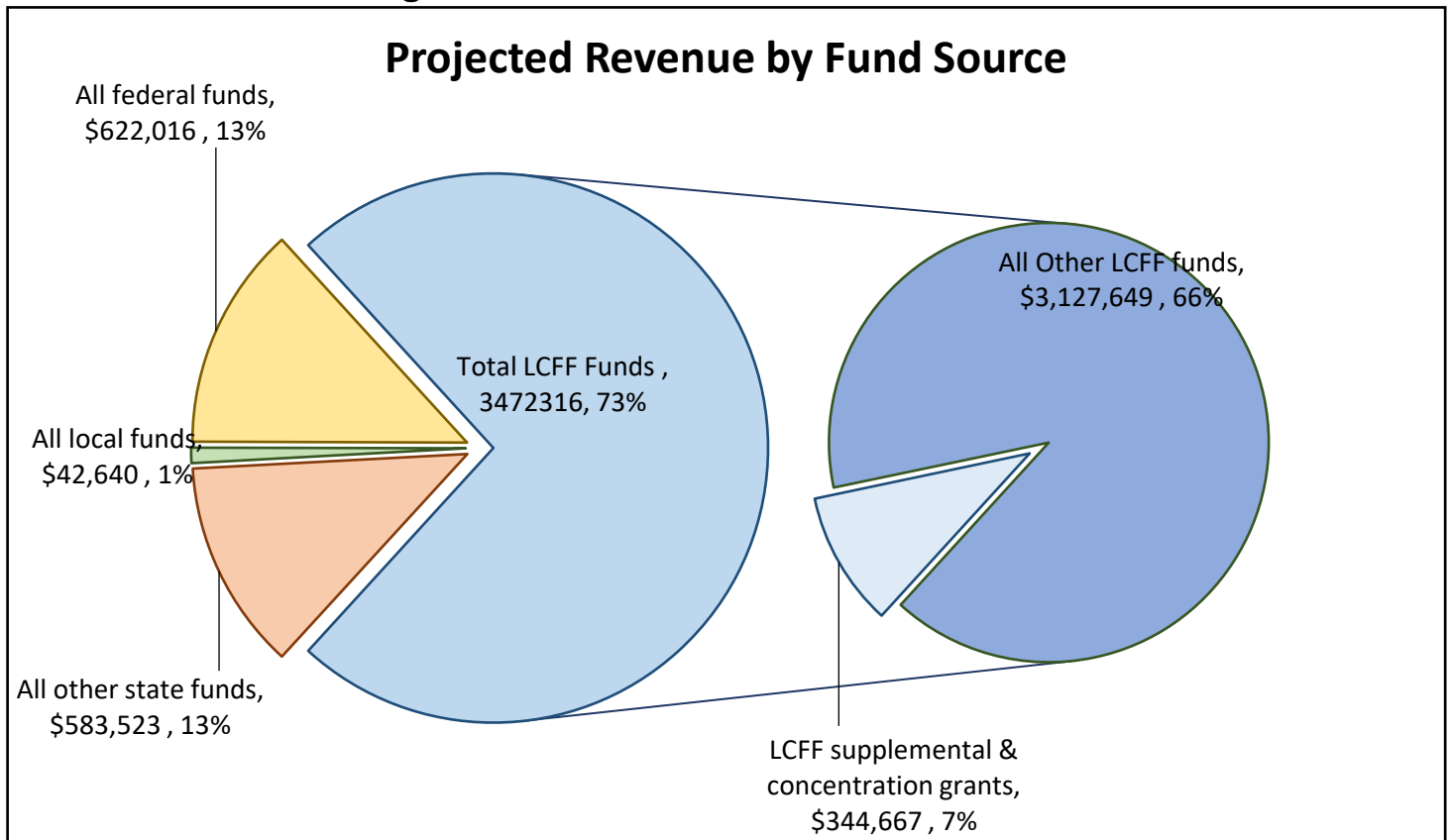
School Year: 2023-24

LEA contact information: Hayley Beaupre, Ph: (858) 678-3908 Email: hbeaupre@altusschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

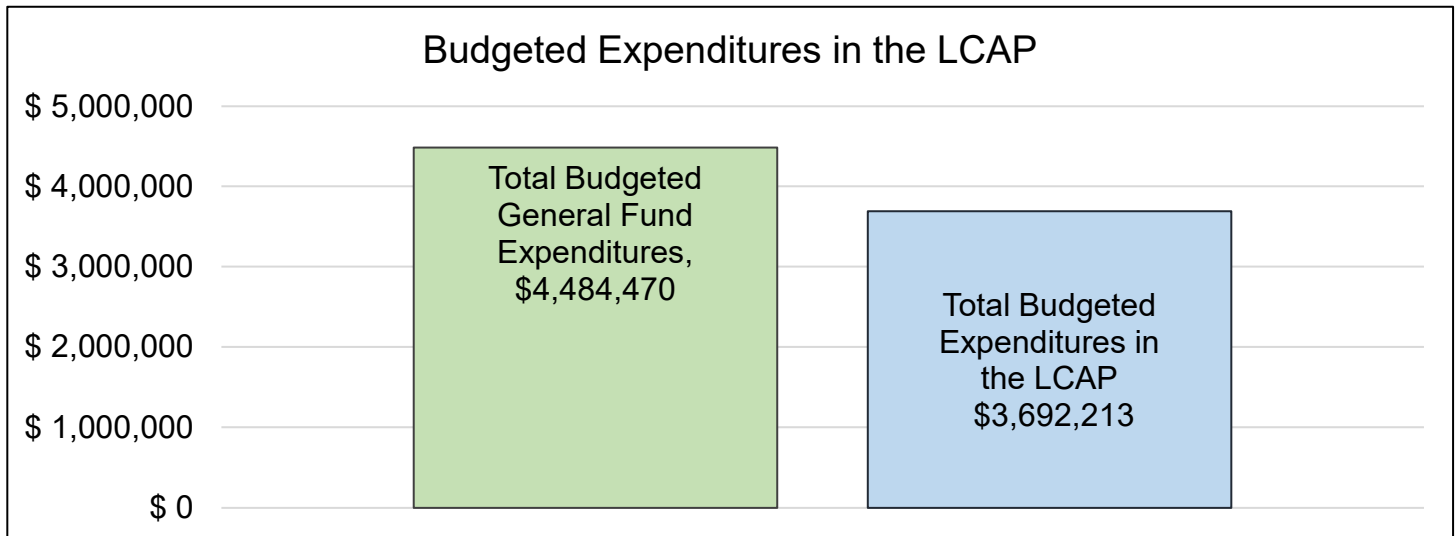


This chart shows the total general purpose revenue Audeo Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School II is \$4,720,495.00, of which \$3,472,316.00 is Local Control Funding Formula (LCFF), \$583,523.00 is other state funds, \$42,640.00 is local funds, and \$622,016.00 is federal funds. Of the \$3,472,316.00 in LCFF Funds, \$344,667.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Charter School II plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

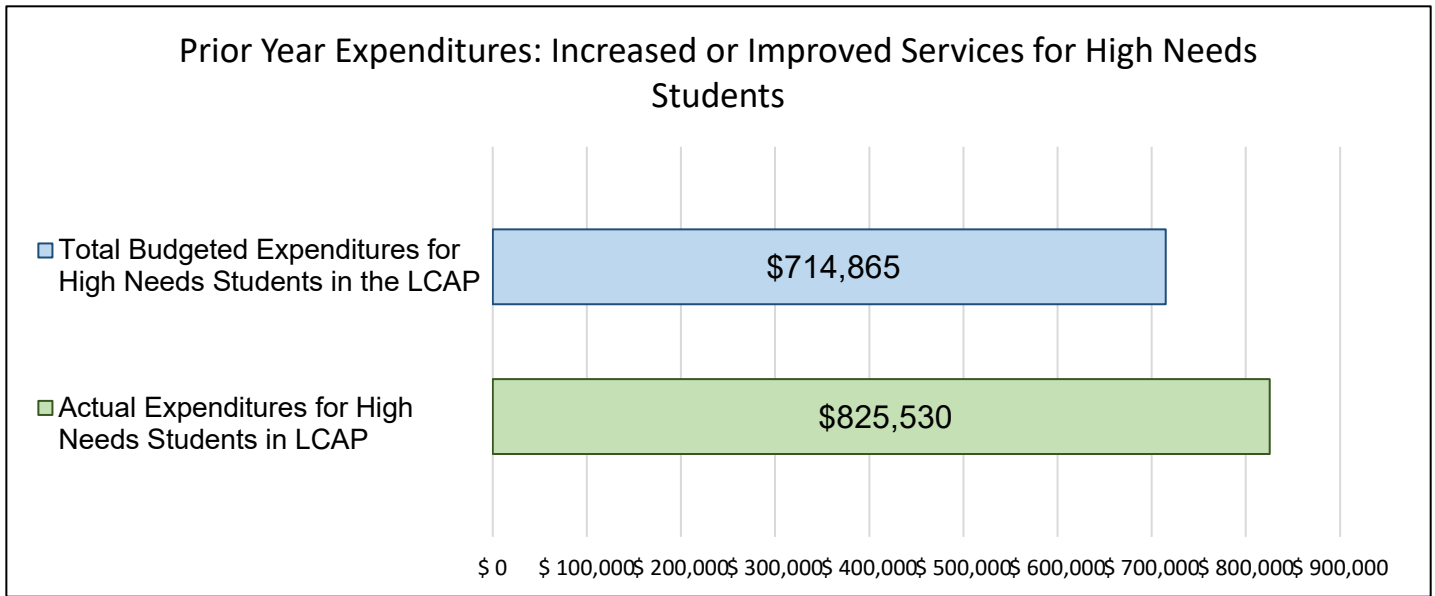
The text description of the above chart is as follows: Audeo Charter School II plans to spend \$4,484,470.00 for the 2023-24 school year. Of that amount, \$3,692,213.00 is tied to actions/services in the LCAP and \$792,257.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Audeo Charter School II is projecting it will receive \$344,667.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School II must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Charter School II plans to spend \$972,746.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Audeo Charter School II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Audeo Charter School II estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Audeo Charter School II's LCAP budgeted \$714,865.00 for planned actions to increase or improve services for high needs students. Audeo Charter School II actually spent \$825,530.00 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School II	<b>Hayley Beaupre</b> Administrator of Instructional Services	<a href="mailto:hbeaupre@altusschools.net">hbeaupre@altusschools.net</a> (858) 678-2050

## Plan Summary: 2023-24

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In July 2016, the State Board of Education approved Audeo Charter School II (Audeo II) as a free public-school option for students in grades K-12. Audeo II was created to replicate Audeo Charter School, a successful academic intervention program to reengage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway.

**Audeo II received a Six-Year Accreditation Status by WASC through June 30, 2026.** Audeo II operates two resource centers in North and South Carlsbad that are located within Carlsbad Unified School District’s boundaries. Students and families visit resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Audeo II is a non-classroom based, independent study program.

Audeo II is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo II, every student’s progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning ‘team’ and an integral part of the learning process.

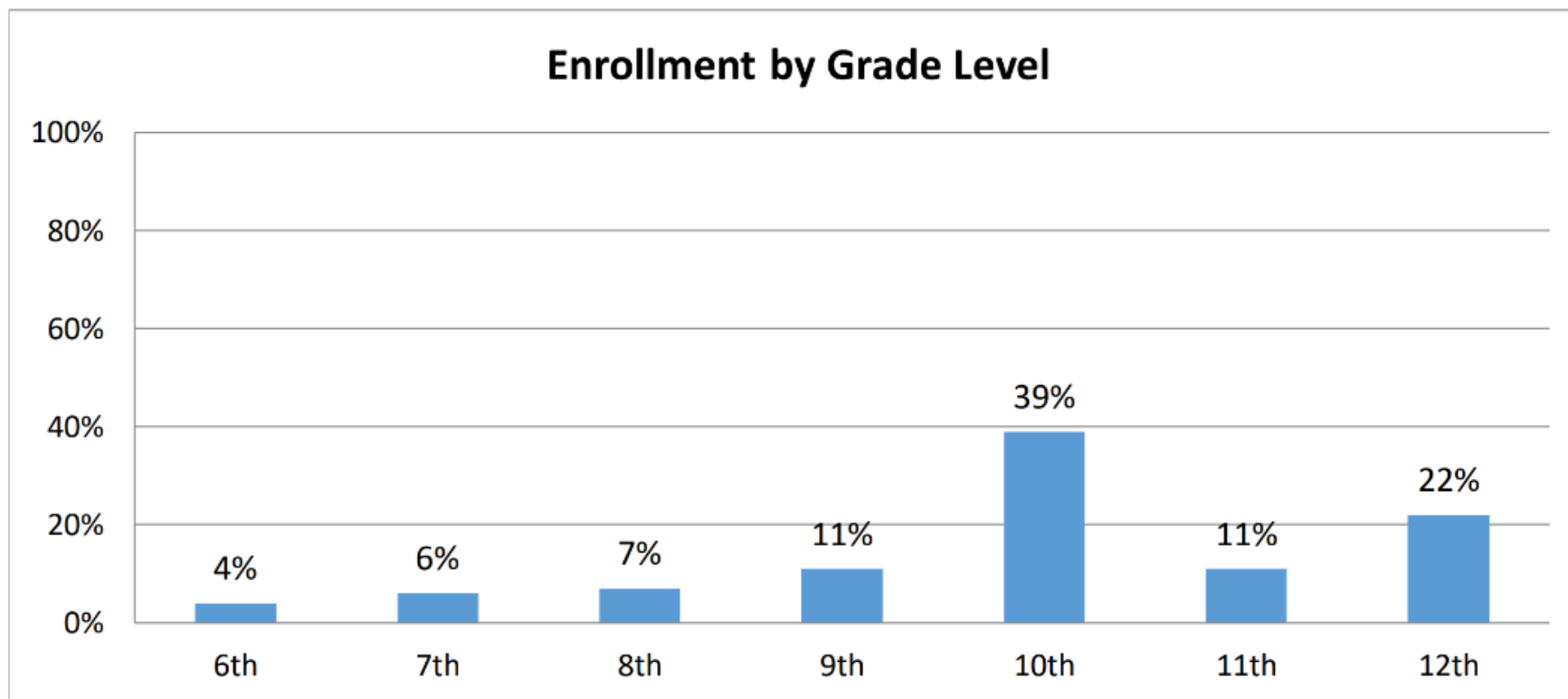
Our school’s standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo II are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo II

works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**Audeo II is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS).** DASS 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:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

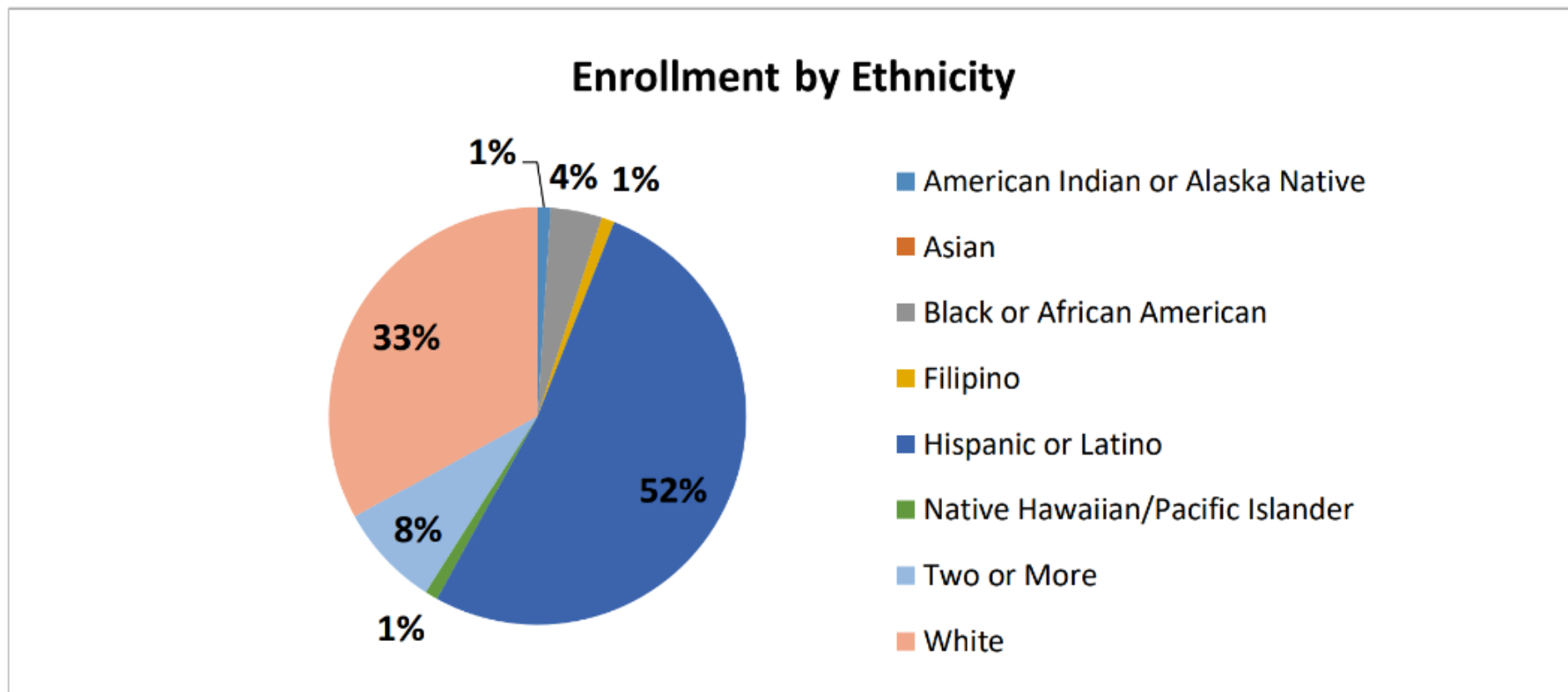
In March 2023, Audeo II had a total enrollment of 256 students. Enrollment by Grade Level is displayed below. Currently, there are no students enrolled in K-5.



Of these 256 students, 53% were Socioeconomically Disadvantaged, 25% were Students with Disabilities, 8% were GATE, 7% were English Learners, 5% were Homeless, and 0% were Foster Youth.

In addition, of these 256 students, 52% were Hispanic, 33% were White and 4% Black or African American. 11% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.





## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Audeo II's Educational Partners are satisfied with the school's commitment to providing a personalized instructional program for all students. This personalized approach is the school's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and

achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Audeo offers as they look for a new approach to learning and the ability to graduate on time.

**According to the 2022 Dashboard, Audeo II's Dashboard Alternative Status School (DASS) One-Year Grad Rate was 94% for All Students.** While the DASS one-year graduation rate is only being reported for information purposes for DASS schools, educational partners believe that this continues to be a key indicator of the school's success. As seen in the table below, the school exceeded the 80% target for All Students and all other numerically significant Student Groups. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2023-24 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Audeo II will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	83	78	94.0%
English Learners	2	*	*
Foster Youth	1	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	40	37	92.5%
Students with Disabilities	14	12	85.7%
Asian	4	*	*
Filipino	2	*	*
Hispanic	28	26	92.9%
White	43	40	93.0%
Two or More Races	6	*	*

**The school was satisfied with the 2022 Chronic Absenteeism rate for students in grades K-8.** According to the 2022 School Dashboard, 11.1% of students were chronically absent for the school year. While this is considered a High status level, it is significantly better than the State's average (30%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area.

For **English Language Arts**, All Students scored 16.3 points above standard on the Summative ELA Smarter Balanced Assessments in 2022. This is considered a High status level. The school will strive to enhance current systems and structures to improve ELA achievement for All Students and significant student groups. The school will analyze formative and summative assessment data throughout the school year to determine areas of weaknesses, particularly claims and targets and provide targeted instruction in those areas.

**Audeo II's educational partners are pleased with the 2022-23 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in Spring 2023.** The goal is to have at least 60% of students meet their individualized NWEA Growth target. Results for 2022-23 are provided below:

- 81% of students tested met their NWEA Reading Growth Target
- 76% of students tested met their NWEA Language Growth Target
- 67% of students tested met their NWEA Math Growth Target

**Audeo II's Conditions & Climate remains a strength of the educational program.** For the 2022-23 school year, Audeo II's Suspension Rate on the School Dashboard was 0%. This is significantly better than the State's average, which is 3.1%. Providing Audeo II students with a healthy, safe, and welcoming environment is most important because a high percentage of students choose to enroll to 'get away from negative experiences' at their previous school settings.

The School surveyed students and parents throughout the 2022-23 school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below.

#### **School Safety:**

- 100% of parents report that they feel their child is safe at school.
- 100% of students report that they feel safe at the Resource Center.

#### **Educational Program:**

- 100% of parents report high levels of satisfaction with school.
- 100% of students report high levels of satisfaction with the school.

Audeo II's educational partners believe that the school has successfully maintained high levels of student engagement by providing students with synchronous one-on-one academic tutoring and ongoing small group instruction. Instructional staff stay in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate.

#### **Student Confidence Survey:**

- As of February 2023, 96% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Audeo II.

#### **Cumulative Attendance/Participation Rate:**

- As of April 2023, the school's cumulative attendance rate is 91.6%. This exceeds the 84% attendance target the school set for the 2022-23 school year. Significant student groups, including Hispanic or Latino, White, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2023-24 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law allows the 2022 School Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of the five Status levels (ranging from Very High, High, Medium, Low and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Based upon a thorough analysis of the 2022 School Dashboard, the school will continue to focus resources and develop strategies to improve in the areas identified below:

- According to the 2022 School Dashboard, All Students scored 95.8 points below standard on the **Summative Mathematics Smarter Balanced Assessments**. This is considered a Very Low status level and will continue to be a critical area of focus for the school. Improving achievement of Socioeconomically Disadvantaged and Hispanic student groups will be crucial. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards. Teachers will also receive individualized professional learning from the school's math specialist focused on meeting the unique needs of each student.
- The school's **Combined Four-and Five-Year Graduation Rate** for 2022 was 69.9%. This is considered a Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Very Low status on this indicator. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grade Rate as a modified method for DASS schools. However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE (see table provided in the Reflections: Successes).
- While the **College/Career Indicator** (CCI) was not reported in the 2022 California School Dashboard, the school wants to increase the number of graduates who are meeting the Prepared criteria. To improve in this area, counselors will focus on recruiting and advising students on enrolling in CTE Pathways, Early College Credit Programs and Leadership/Military Science coursework. The school will also refine monitoring efforts focused on how each student is progressing towards meeting the CCI Prepared criteria.

Educational partners believe that professional learning is key to continued improvement and success on School Dashboard Indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE).

The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training, and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion (E&I) staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. E&I staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health and behavioral services to students and family members.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data to identify program goals, Metrics, and actions that will ensure all students are meeting rigorous academic standards.

**Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.**

### **Key Actions and Services for All Students:**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

**Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and are accessible to All Students.**

### **Key Actions and Services for All Students:**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list

- Accelerated, Honors and AP courses
- Multiple high quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000, BrainPOP ESL and Edgenuity MyPath Individual Learning Plans

**Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.**

**Key Actions and Services for All Students:**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development for staff: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

**Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.**

**Key Actions and Services for All Students:**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center

- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Meal Program at all school sites
- Homeless and Foster Youth Liaison

**Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.**

**Key Actions and Services for All Students:**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Family Resource Night
- Interactive and engaging English Learners Advisory Committee (ELAC)
- ELD Progress Reports, multilingual materials

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Audeo Charter School II is eligible for Comprehensive Support and Improvement (CSI).



## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Beginning with the 2022 School Dashboard, DASS schools received the Combined Four-Year and Five-Year Graduation Rate, and this rate determined Audeo II's eligibility for CSI.

In prior years, the DASS Graduation Rate was used for accountability for DASS schools because they serve highly mobile and credit-deficient students. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California's use of a DASS modified graduation rate and academic indicator on the Dashboard. The ED issued a subsequent decision in August 2022 to decline a waiver request from the SBE of the requirements of the Every Student Succeeds Act (ESSA) to allow for continued use of the DASS graduation rate.

While Audeo II's Combined Four-Year and Five-Year Graduation Rate was 69.9% for 2022, the school's DASS One-Year Graduation Rate was 94%. Clearly, Audeo II has excelled at the DASS One-Year Graduation Rate. However, Audeo II's educational partners believe that the Combined Four-Year and Five-Year Graduation Rate may not be the most appropriate Metric to measure the school's ability to engage high school students, for the following reasons:

- Many students enroll at Audeo II credit deficient and not on-track to graduate within four or five years because of challenges they faced at their previous schools.
- The Combined Four-Year and Five-Year Graduation Rate only includes students who earn a 'regular high school diploma' and excludes High School Equivalency Certificate (e.g., CHSPE, GED, and HiSET).

While the Combined Four-Year and Five-Year Graduation Rate calculation method may be unfavorable to a DASS school, the **Audeo II school community is committed to continuous improvement and performance excellence.**

The school's CSI Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful educational partner feedback was collected throughout multiple collaborative settings: surveys, school events, meetings, conferences, and trainings. Feedback was collected, organized, and analyzed by the school to determine the educational needs of all students and formulate programs, services, and allocation of resources. Additionally, educational partner involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation.

Educational partners participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Educational partners followed an **Improvement Science Protocol** to determine achievement gaps, focused on

the current state of graduation rates and the school's ideal rates of growth. Educational partners analyzed a variety of data and information related to student engagement and achievement, including all Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, educational partners analyzed **Resource Allocation** by category. Educational partners came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the school's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Educational partners believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

The school utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustain program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, educational partners engage in evidence-based decision making and reflection. Educational partners followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and educational partners investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged as impacting the school's graduation rate:

- On average, high school students enroll below grade level in English Language Arts and Mathematics skills/knowledge, as measured by NWEA, and need high-quality instruction and rigorous materials to close potential achievement gaps.
- Students need additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements.
- Students and families, particularly socioeconomically disadvantaged households, need access to Chromebook and/or home internet to have full and equal access to the educational program.
- Students need programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit which are designed to engage and prepare students for post-secondary pathways.
- Counselors play a crucial role in assisting students with their college and career planning, including academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- Students need access to social-emotional learning opportunities and support/resources to remain engaged and achieve in school.

Based upon the Needs Assessment results, the school engaged in a comprehensive selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the school's need to increase Graduation Rate. As a result, the school has integrated specific actions and services into the 2023-24 LCAP which are designed to improve Graduation Rate:

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. These additional support staff will allow teachers to focus on delivering instruction and provide additional support for students who need it the most.
- **Goal 1, Action 4:** Provide a high dosage tutoring program to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.
- **Goal 2, Action 2:** Provide Chromebooks and internet services to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.
- **Goal 2, Action 3:** Provide an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.
- **Goal 2, Action 3:** Counselors will provide guidance, advising, and training to students and family members focused on preparing for college/career pathways.
- **Goal 3, Action 1:** Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.
- **Goal 3, Action 2:** Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school has added the **Combined Four-Year and Five-Year Graduation Rate Metric into LCAP Goal 1**. The desired outcome is to improve 3% annually on this Metric; or exceed the County DASS schools' average or State DASS schools' average. The school's Data Department staff analyzed results of the 2022 Dashboard and determined that the State DASS school average was 57.3% and San Diego County DASS school average was 55.1%.

For the 2023-24 school year, school leadership will continue to implement, analyze, and enhance the strategies, and supports embedded in the CSI Plan as part of the Continuous Improvement Framework. To monitor and evaluate the effectiveness of the CSI Plan services and support, the school will use multiple assessment tools, data analysis protocols, and will include key educational partners. To ensure continuous improvement, educational partners will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. Educational partners will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County Office of Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for high school students:

#### **School Data Department**

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

#### **School Curriculum & Professional Learning Department**

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data.
- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

#### **School Leadership**

- Monitor and evaluate effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data.

**Instructional Leaders**

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.
- Conduct ongoing teaching observations, September 2023 to April 2024, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

**School Counselors**

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS.
- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

**Teachers**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional, and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees, and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents, and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2023-24 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of Metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

## **School Leadership Team**

Date: August 1-5, 2022

Involvement Method: Annual Strategic Planning

## **Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: August 19, 2022; August 24, 2022

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

## **Board of Directors and Community**

Date: August 31, 2022

Involvement Method: Board Meeting

## **Parents and Family Members**

Dates: July 27, 2022; August 10, 2022; September 14, 2022; September 28, 2022; November 2, 2022; December 14, 2022; January 25, 2023; February 15, 2023; March 1, 2023; April 12, 2023

Involvement Method: Family Learning Series

## **Board of Directors and Community**

Date: September 6, 2022

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: October 3-28, 2022

Involvement Method: School Open House Events

**All Staff**

Date: October 7, 2022

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: October 27, 2022

Involvement Method: English Learners Advisory Committee

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: October 28, 2022

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: September 23, 2022

Involvement Method: Special Education Compliance Clinic

**Students, Parents, Teachers and Staff**

Date: November 9, 2022

Involvement Method: School Site Council Meeting

**Board of Directors and Community**

Date: December 7, 2022

Involvement Method: Board Meeting

**All Staff**

Date: January 20, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: January 27, 2023

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: February 10, 2023

Involvement Method: Special Education Compliance Clinic

**School Leadership Team**

Date: February 22-23, 2023

Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**

Date: March 1, 2023

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: March 1-24

Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**

Date: March 17, 2023

Involvement Method: Instructional Meeting

**All Staff**

Date: April 7, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: April 18, 2023

Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**

Date: May 8, 2023

Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**



Date: May 19, 2023

Involvement Method: Instructional Meeting

### **Board of Directors and Community**

Date: June 22, 2023

Involvement: Regular Board Meeting

The school's 2023-24 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

### A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2023-24 LCAP.

#### **Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support, and planning related to post-high school pathways: community college, university, military, and career.
- Ongoing opportunities to participate in field trips that are relevant to their interests and post-high school plans.
- Variety of Meal Program options in the resource center.
- Recognition for academic achievements and accomplishments.

- Assignments and projects that include relevant current events.

**Parents, Family Members and Advisory Committees:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Additional support and training related to planning for college and financial aid information.
- Ongoing opportunities for students to practice peer-to-peer collaboration on assignments and projects.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers, and meet with support staff.
- Ongoing communication from instructional staff regarding their child's academic progress, engagement, and important school events.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Information and support accessing community-based partners.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Advisory Committees:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Utilization of Zoom translation features for ELAC meetings.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources, and tools for parents to support learning at home.
- Information related to their child's English language development throughout the school year, including test scores, academic grades, credit completion.

- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Provide mental health counseling sessions to students to address problems or issues.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Continue to provide student laptops and charging carts in resource centers.
- Enhanced communication system that school leadership can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling, and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.

- Specialized literacy program/materials to support Students with Disabilities who are identified as struggling readers by the IEP Team.
- Student engagement and achievement data, which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Outreach and recruitment focused on enrolling more SWDs in Early College Credit Programs and Career CTE Pathways.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Engaging annual school events, including Family Night, College and Career Week, and Senior Night that provide educational partners with high-quality content and opportunities to ask clarifying questions related to the educational program.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- Ongoing refinement of the MTSS to ensure that it is adequately responding to the unique needs of all students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.

Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2023-24 school year. These five goals address the instructional approach, curriculum, professional development system, school climate and family engagement. Each LCAP Goal, along with their corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2023-24 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from **students**, the school has added the following Actions to the 2023-24 LCAP:

- The school will continue to focus on recruiting and hiring qualified instructional support staff, including CTRs, RCAs, and LAs, to provide additional academic tutoring opportunities in-person and online.
- Recruit additional students to participate in AVID Program, which is designed to create a 'college going mindset' but also provide ongoing peer-to-peer interaction and collaboration.
- School instructional leaders will collaborate with teachers to plan ongoing field trips throughout the school year. Students continue to express in surveys that they want field trips that match their interests and post-secondary plans.
- The school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways.
- Increased access to counselors and college information/planning sessions.
- Full implementation of AVID Program to provide additional Social and Emotional Learning opportunities.

After examining feedback from **parents of English Learners**, the school will initiate the following 2023-24 LCAP Actions:

- Provide families of English Learners with ELD progress reports, aligned to the CA EL Roadmap.
- Full utilization of Zoom translation features to engage non-English speaking families.
- Additional tutoring opportunities for English Learner students focused on building Language skills and effective study habits.

Information collected from **parents and family members**, led the school to develop the following LCAP Actions for 2023-24:

- More information and support related to college and career planning.
- Additional opportunities for students to interact peer-to-peer in the school setting.
- Access to community-based partnerships that focus on health and wellness, particularly physical fitness and mental wellbeing.

- Engaging school events, including a Family Resource Night to increase parent involvement and awareness of educational programs and services designed to improve student academic achievement.

After evaluating feedback from **teachers and staff**, the school will initiate the following 2023-24 LCAP Actions:

- Targeted recruitment for instructional support staff to support that can provide high-quality academic tutoring in the core subjects.
- Expand Early College Credit opportunities to all students.
- Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- Mental Health & Wellness Hub to quickly access information for students and families.
- Develop a mental health student referral process that is streamlined and user-friendly.
- Research potential futuristic teaching and learning methods, including Virtual Reality platforms.

By analyzing feedback from **special education staff**, the school has designed the following 2023-24 LCAP Actions:

- Additional college and career planning support for Students with Disabilities (SWDs) focused on successful post-secondary transitions.
- Integrate a specialized literacy program into the school's MTSS, Ascend SMARTER Intervention, as a targeted academic intervention for SWDs.
- Recruit SWDs to participate in AVID and Character and Leadership Development Programs to support their social-emotional learning needs.

Based upon feedback from **administrators**, the school will implement the following 2023-24 LCAP Actions:

- Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- Create and implement an individualized Gifted and Talented Education (GATE) Plan for all identified students.
- Full implementation of AVID Program to build strong foundational skills, facilitate peer-to-peer collaboration, and create a college going mindset for students.
- Improve reporting Language development progress with families of English Learners, focused on ELPAC results, credit completion, local assessment data, and teacher observations.
- Utilize a 5D+ Rubric during teaching observations to elevate teaching pedagogy.
- Embedded Zoom training and support for staff in the Altus University Calendar.
- Improved alignment of English Learner Training with the CA EL Roadmap.
- Additional training focused on meeting the unique needs of newcome, immigrant, and refugee students who may be new to the community or school system.

- Ongoing training for staff focused on contemporary issues facing youth, but with emphasis on building school practices of equity and inclusion.
- Facility ticketing and monitoring system to ensure resource centers remain in good repair status.
- Facility card access control system to manage guest entry as a school safety precaution.
- Evaluate the California Healthy Kids Survey results to determine future school planning as it relates to MTSS.
- Develop a LCAP Infographic to summarize Goals, Actions, Expenditures for educational partners and community members.

# Goals and Actions

## Goal

Goal #	Description
Goal 1	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

An explanation of why the LEA has developed this goal.

Audeo II is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo II credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo II is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Basic</b> Teachers are appropriately assigned and fully credentialed	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Results</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 100% of teachers as of October 2022 <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> At least 90% of teachers are fully credentialed and appropriately assigned



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																																																																						
<p><b>Pupil Achievement</b></p> <p><u>One-Year DASS Graduation Rate:</u></p> <p>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</p>	<p><b>2020-21 Source: CA School Dashboard</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>82.2%</td> </tr> <tr> <td>Hispanic</td> <td>72.4%</td> </tr> <tr> <td>White</td> <td>89.1%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>81.8%</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>69.2%</td> </tr> <tr> <td>SWD</td> <td>75%</td> </tr> </table>	Schoolwide	82.2%	Hispanic	72.4%	White	89.1%	African American	*	2+ Races	81.8%	EL	*	SED	69.2%	SWD	75%	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>94%</td> </tr> <tr> <td>Hispanic</td> <td>92.9%</td> </tr> <tr> <td>White</td> <td>93%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>92.5%</td> </tr> <tr> <td>SWD</td> <td>85.7%</td> </tr> </tbody> </table>	2021-22: Results		Schoolwide	94%	Hispanic	92.9%	White	93%	African American	*	2+ Races	*	EL	*	SED	92.5%	SWD	85.7%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table>	2022-23 Results		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;80%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;80%</td> </tr> <tr> <td>White</td> <td>&gt;80%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>&gt;80%</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>&gt;78.2%</td> </tr> <tr> <td>SWD</td> <td>&gt;80%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	*	2+ Races	>80%	EL	*	SED	>78.2%	SWD	>80%
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	Schoolwide	15%	Schoolwide	11.1%	Schoolwide	<10%
	Hispanic	12.5%	Hispanic	17.6%	Hispanic	<10%
	White	19.2%	White	0%	White	<10.2%
	African American	*	African American	*	African American	*
	2+ Races	*	2+ Races	*	2+ Races	*
	EL	*	EL	*	EL	*
	SED	24%	SED	17.4%	SED	<15%
	SWD	*	SWD	*	SWD	*
			<b>Data Source:</b> CA School Dashboard  <b>2021-22 Results</b>	<b>Data Source:</b> Locally Reported  * Less than 11 students – data not displayed for privacy  <b>2022-23 Results</b>		
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	Schoolwide	70%	Schoolwide	73%	Schoolwide	>60%
	Hispanic	67%	Hispanic	75%	Hispanic	>60%
	White	*	White	*	White	>60%
	African American	N/A	African American	*	African American	>60%
	2+ Races	N/A	2+ Races	*	2+ Races	>60%
	EL	*	EL	*	EL	>60%
	SED	67%	SED	74%	SED	>60%
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			<b>Data Source:</b> Locally Reported  * Less than 10 students – data not displayed for privacy	<b>Data Source:</b> Locally Reported  <b>Note:</b> Student Group results will be available in Summer 2023		

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24			
<b>Pupil Achievement</b> California <u>Science</u> Test: Improve the annual percentage of All Students and Student Groups scoring proficient	<b>2018-19 Source: DataQuest</b>		<b>2021-22: Results</b>		<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	31.42%	Schoolwide	34%	Schoolwide	Not available	Schoolwide	>31.42%
	Hispanic	13.79%	Hispanic	13.33%	Hispanic	Not available	Hispanic	>13.79%
	White	50%	White	50%	White	Not available	White	>50%
	African American	*	African American	*	White	Not available	African American	*
	2+ Races	*	2+ Races	*	African American	Not available	2+ Races	*
	EL	*	EL	*	2+ Races	Not available	EL	*
	SED	22.23%	SED	31.82%	SED	Not available	SED	>22.23%
	SWD	13.33%	SWD	*	EL	Not available	SWD	>13.33%
			<b>Data Source:</b> DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy		<b>Data Source:</b> DataQuest CAASPP Results <b>Note:</b> 2023 DataQuest CAASPP results will be available in Fall 2023			

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<p><b>Pupil Engagement</b></p> <p><b>Cumulative Student Participation/Attendance Rate:</b></p> <p>Exceed 84% or improve 3% from prior year for All Students and Student Groups</p> <p><b>Note:</b> Independent Study Attendance is earned based on time value of assignments as determined by the certificated teacher employed by the LEA, or the combined time value of pupil work product and pupil participation in synchronous instruction (Source: <a href="#">California Department of Education Independent Study Program Summary</a>)</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>88.65</td> </tr> <tr> <td>Hispanic</td> <td>86.9%</td> </tr> <tr> <td>White</td> <td>90.2%</td> </tr> <tr> <td>African American</td> <td>85.4%</td> </tr> <tr> <td>EL</td> <td>90.65</td> </tr> <tr> <td>SED</td> <td>83.8%</td> </tr> <tr> <td>SWD</td> <td>85.15</td> </tr> <tr> <td>Foster Youth</td> <td>46.7%</td> </tr> <tr> <td>Homeless</td> <td>69.4%</td> </tr> <tr> <td>Cadet Corps</td> <td>95.55</td> </tr> <tr> <td>Pregnant/Parent</td> <td>28.4%</td> </tr> </table>	Schoolwide	88.65	Hispanic	86.9%	White	90.2%	African American	85.4%	EL	90.65	SED	83.8%	SWD	85.15	Foster Youth	46.7%	Homeless	69.4%	Cadet Corps	95.55	Pregnant/Parent	28.4%	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>90.7%</td> </tr> <tr> <td>Hispanic</td> <td>88.1%</td> </tr> <tr> <td>White</td> <td>92.1%</td> </tr> <tr> <td>African American</td> <td>94.6%</td> </tr> <tr> <td>EL</td> <td>96.8%</td> </tr> <tr> <td>SED</td> <td>88.1%</td> </tr> <tr> <td>SWD</td> <td>89.45</td> </tr> <tr> <td>Foster Youth</td> <td>49.2%</td> </tr> <tr> <td>Homeless</td> <td>80.2%</td> </tr> <tr> <td>Cadet Corps</td> <td>95.3%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>N/A</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> Results as of April 2022</p>	2021-22: Results		Schoolwide	90.7%	Hispanic	88.1%	White	92.1%	African American	94.6%	EL	96.8%	SED	88.1%	SWD	89.45	Foster Youth	49.2%	Homeless	80.2%	Cadet Corps	95.3%	Pregnant/Parent	N/A	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>91.6%</td> </tr> <tr> <td>Hispanic</td> <td>90%</td> </tr> <tr> <td>White</td> <td>92.3%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>EL</td> <td>90.9%</td> </tr> <tr> <td>SED</td> <td>89.4%</td> </tr> <tr> <td>SWD</td> <td>89.6%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>*</td> </tr> <tr> <td>Cadet Corps</td> <td>*</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p><b>Note:</b> Cumulative Attendance Rate as of April 2023</p>	2022-23 Results		Schoolwide	91.6%	Hispanic	90%	White	92.3%	African American	*	EL	90.9%	SED	89.4%	SWD	89.6%	Foster Youth	*	Homeless	*	Cadet Corps	*	Pregnant/Parent	*		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;84%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;84%</td> </tr> <tr> <td>White</td> <td>&gt;84%</td> </tr> <tr> <td>African American</td> <td>&gt;84%</td> </tr> <tr> <td>EL</td> <td>&gt;84%</td> </tr> <tr> <td>SED</td> <td>&gt;84%</td> </tr> <tr> <td>SWD</td> <td>&gt;84%</td> </tr> <tr> <td>Foster Youth</td> <td>&gt;84%</td> </tr> <tr> <td>Homeless</td> <td>&gt;78.4%</td> </tr> <tr> <td>Cadet Corps</td> <td>&gt;84%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>&gt;37.4%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>84%	Hispanic	>84%	White	>84%	African American	>84%	EL	>84%	SED	>84%	SWD	>84%	Foster Youth	>84%	Homeless	>78.4%	Cadet Corps	>84%	Pregnant/Parent	>37.4%
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<p><b>Other Pupil Outcomes</b></p> <p><u>Student Confidence Survey:</u></p> <p>More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>97% as of March 2021</td> </tr> </table>	Schoolwide	97% as of March 2021	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>95%</td> </tr> </table> <p><b>Note:</b> Results as of April 2022</p>	Schoolwide	95%	<p><b>2021-22 Results</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>96%</td> </tr> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> Results as of April 2023</p>	Schoolwide	96%		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>&gt;90%</td> </tr> </table>	Schoolwide	>90%
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	<p>a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.</p> <p>b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.</p> <p>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.</p>	\$3,848	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate and Support English Language Proficiency for English Learners	<ul style="list-style-type: none"> <li>a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.</li> <li>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.</li> <li>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.</li> <li>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.</li> <li>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.</li> <li>f) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.</li> <li>g) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.</li> </ul>	\$153,039	Yes

Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> <li>a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.</li> <li>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.</li> <li>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.</li> <li>d) Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.</li> <li>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.</li> <li>f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.</li> <li>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.</li> <li>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-</li> </ul>	\$810,070	No
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Action #	Title	Description	Total Funds	Contributing
		<p>solving scenarios.</p> <p>i) Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.</p> <p>j) School instructional leaders will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.</p> <p>k) School staff will provide ongoing field trips that focus on student career and college pathways interest.</p> <p>l) Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.</p>		



Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.</li> <li>b) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.</li> <li>c) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.</li> <li>d) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.</li> <li>e) Equity and Inclusion (E&amp;I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.</li> <li>f) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.</li> </ul>	\$695,809	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.</p> <p>d) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.</p>	\$555,852	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&amp;I and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$18,865	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.</p> <p>d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.</p> <p>e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.</p>	\$198,222	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is focused on increasing student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven Actions included in Goal 1. Upon a careful review of each Action, it is evident that there are no substantive differences to report. An Action summary is provided below:

- **Action 1:** Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments and Illuminate Assessments to inform teaching and learning systems.
- **Action 2:** Implemented the school's English Language Development (ELD) Plan to all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff utilized key platforms, including School Pathways and Naviance to monitor student progress towards meeting individual academic goals and plan for postsecondary pathways. Counselors remained actively involved in the school's MTSS to support the unique needs of students and advise students and parents on viable graduation pathways. Teachers provided live academic instruction focused on increasing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities geared primarily for unduplicated pupils. This included instructional support staff, and an ongoing partnership with a non-profit tutoring organization. Counselors, E&I staff, Homeless and Foster Youth Liaison provided support and coordinated services and support to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services to qualifying students as outlined in their IEP.
- **Action 6:** Staff conducted systematic monitoring of student engagement and achievement by utilizing key Data Integration System platforms, including Naviance, NWEA, Illuminate and Achieve3000. Local monitoring tools and instruments were successfully published and updated to allow staff to conduct timely monitoring of key performance indicators.
- **Action 7:** Ellevation was successfully utilized throughout the year for English Learner monitoring and instructional planning. Data and Assessment Department staff provided ongoing and timely Monthly Storybooks that summarize unduplicated pupils' progress and achievement on key indicators to inform staffs' decision-making related to existing programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$5,399

Actual Expenditures: \$3,665

Material Difference: Decrease \$1,734

Explanation: The actual expenditures for NWEA and Illuminate in Goal 1, Action 1 were lower than budgeted during Preliminary Budget.

**Action 3**

Budgeted Expenditures: \$826,610

Actual Expenditures: \$587,125

Material Difference: Decrease \$239,485

Explanation: Audeo II's Preliminary Budget included budgeted positions for Certificated Teacher Resources (CTR) to assist general education teachers with instructional programs and to support students with tutoring sessions. Due to a shortage in the workforce, the budgeted CTR positions were not filled.

**Action 7**

Budgeted Expenditures: \$213,944

Actual Expenditures: \$179,853

Material Difference: Decrease \$34,091

Explanation: When the Preliminary Budget was developed, Audeo II allocated FTE for new teachers positions to monitor English Learners and to ensure the need of adequate academic progress. Due to the positions not being filled, Audeo II decreased Goal 1, Action 7 by \$34,091.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is confident that Goal 1 Actions are contributing to successful student outcomes appropriate for a school identified as DASS. The school was able to meet desired outcomes for the 2022-23 Metrics outlined below:

- Teachers Appropriately Assigned and Credentialed: 100% of teachers
- Projected Chronic Absenteeism Rate: 2%
- NWEA Reading Growth: 81%
- NWEA Language Growth: 76%
- NWEA Math Growth: 67%
- Student Attendance Rate: 91.6%
- Middle School Dropout Rate: 0%
- High School Dropout Rate: 1.1%

- Student Confidence Survey: 96%

While the 2022-23 DASS One-Year Graduation Rate is unavailable at this time, staff are optimistic that it will continue to exceed 90%. Additionally, the 2022-23 SBA Math and ELA results are unavailable, but staff are satisfied with the 2021-22 results and are optimistic that the school will be able to demonstrate annual continuous improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022 School Dashboard, the CDE published the Combined Four- and Five-Year Graduation Rate as the High School Engagement Indicator, rather than the DASS One-Year Graduation Rate. Therefore, the Combined Four- and Five-Year Graduation Rate has been added as a Goal 1 metric.

Based upon educational partner feedback, the school has adjusted the Metric focused on Teachers Appropriately Assigned and Credentialed to have an annual target of 90%.

As a school identified as DASS, educational partners wanted to add comparison outcomes to the following Metrics: Graduation Rate, Chronic Absenteeism, SBA Math, and SBA ELA. Each of these Metrics will include County DASS school averages and State DASS school averages.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2023-24:

- **Action 2f and Action 2g:** These Actions were realigned from Goal 3 (Professional Learning) to Goal 1 (Teaching and Learning).
- **Action 3a:** The school's Human Resources staff will recruit additional part-time instructional staff, including Resource Center Associates (RCAs) and Learning Associates (LAs) to support the educational program.
- **Action 4a:** RCAs and LAs are included in this action to provide additional and targeted academic tutoring to unduplicated pupils.
- **Action 4c:** The school will provide a fully implemented and robust AVID program to increase student engagement and achievement for historically underserved student groups.
- **Action 5d:** Special Education staff will implement Ascend SMARTER Intervention to support the academic needs of students with disabilities to improve literacy.

- **Action 7c:** School leadership will develop a semester ELD progress report that teachers can share with families of English Learner students to summarize language progress.
- **Action 7d:** Teachers will prepare a semester ELD progress report for each EL student and share with families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

Audeo II is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military, and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24								
<b>Basic</b> Availability of standards aligned instructional materials to every student	<table border="1"> <tr> <td>2020-21 Source: Local Reporting</td> </tr> <tr> <td>100% of students</td> </tr> </table>	2020-21 Source: Local Reporting	100% of students	<table border="1"> <tr> <td>2021-22: Results</td> </tr> <tr> <td>100% of students</td> </tr> </table>	2021-22: Results	100% of students	<table border="1"> <tr> <td>2022-23 Results</td> </tr> <tr> <td>100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of students		<table border="1"> <tr> <td>Desired Outcome for 2023-24</td> </tr> <tr> <td>100% of students</td> </tr> </table>	Desired Outcome for 2023-24	100% of students
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<p><b>Course Access</b></p> <p>Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual &amp; Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>All students had access and were enrolled in a broad course of study</p>	<p><b>2021-22: Projected</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year</p>	<p><b>2022-23 Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study</p>
<p><b>Course Access</b></p> <p>Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills</p>	<p><b>2020-21 Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2021-22: Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2022-23 Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of pupils with exceptional needs</p>



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24														
<b>Course Access</b> Increase the annual number of students completing <u>college credit</u> courses	<b>2020-21 Source: Local Reporting</b> 7 students participating in the Early College Credit Program as of April 2021	<b>2021-22: Results</b> <table border="1"> <tr> <td>Dual Enrollment</td> <td>10</td> </tr> <tr> <td>Articulated Credit</td> <td>4</td> </tr> <tr> <td>Total early college credit</td> <td>14</td> </tr> </table> <b>Note:</b> Results as of April 2022	Dual Enrollment	10	Articulated Credit	4	Total early college credit	14	<b>2022-23 Results</b> <table border="1"> <tr> <td>Dual Enrollment</td> <td>Not available</td> </tr> <tr> <td>Articulated Credit</td> <td>Not available</td> </tr> <tr> <td>Total early college credit</td> <td>Not available</td> </tr> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Early College Credit results will be available in Fall 2023	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Number of students completing college credit courses</td> <td>&gt;7 students</td> </tr> </table>	Number of students completing college credit courses	>7 students
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<b>Course Access</b> Increase annual student participation in <u>Advanced Placement (AP) Courses</u>	<b>2020-21 Source: Local Reporting</b> <table border="1"> <tr> <td>Number of AP Courses Assigned as of April 2021</td> <td>57 courses</td> </tr> </table>	Number of AP Courses Assigned as of April 2021	57 courses	<b>2021-22: Results</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>32 courses</td> </tr> </table> <b>Note:</b> Results as of April 2022	Number of AP Courses Assigned	32 courses	<b>2022-23 Results</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>33 courses</td> </tr> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Results as of April 2023	Number of AP Courses Assigned	33 courses		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>&gt;57 courses</td> </tr> </table>	Number of AP Courses Assigned	>57 courses						
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<b>Course Access</b> Maintain High-Quality and relevant established <u>CTE Career Pathways</u>	<b>2020-21 Source: Local Reporting</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care	<b>2021-22: Results</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management  <b>Note:</b> CTE Career Pathways available as of April 2022	<b>2022-23 Results</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management  <b>Data Source:</b> Locally Reported  <b>Note:</b> CTE Career Pathways available as of April 2023		<b>Desired Outcome for 2023-24</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management														

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<b>Pupil Achievement</b> Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr><td>Schoolwide</td><td>0%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>0%</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table>	Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	0%	EL	*	SED	0%	SWD	0%	<b>2021-22 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>1.1%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>2.3%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>1.9%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	1.1%	Hispanic	0%	White	2.3%	African American	*	2+ Races	*	EL	*	SED	1.9%	SWD	0%	<b>2022-23 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>Not available</td></tr> <tr><td>Hispanic</td><td>Not available</td></tr> <tr><td>White</td><td>Not available</td></tr> <tr><td>African American</td><td>Not available</td></tr> <tr><td>2+ Races</td><td>Not available</td></tr> <tr><td>EL</td><td>Not available</td></tr> <tr><td>SED</td><td>Not available</td></tr> <tr><td>SWD</td><td>Not available</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr><td>Schoolwide</td><td>&gt;0%</td></tr> <tr><td>Hispanic</td><td>&gt;0%</td></tr> <tr><td>White</td><td>&gt;0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>&gt;0%</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>&gt;0%</td></tr> <tr><td>SWD</td><td>&gt;0%</td></tr> </table>	Schoolwide	>0%	Hispanic	>0%	White	>0%	African American	*	2+ Races	>0%	EL	*	SED	>0%	SWD	>0%
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<b>Pupil Achievement</b> Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher	<b>2020-21 Source: CA School Dashboard</b> <table border="1"> <tr><td>Schoolwide</td><td>0%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>0%</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table>	Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	0%	EL	*	SED	0%	SWD	0%	<b>2021-22 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>1.1%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>2.3%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	1.1%	Hispanic	0%	White	2.3%	African American	*	2+ Races	*	EL	*	SED	0%	SWD	0%	<b>2022-23 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>Not available</td></tr> <tr><td>Hispanic</td><td>Not available</td></tr> <tr><td>White</td><td>Not available</td></tr> <tr><td>African American</td><td>Not available</td></tr> <tr><td>2+ Races</td><td>Not available</td></tr> <tr><td>EL</td><td>Not available</td></tr> <tr><td>SED</td><td>Not available</td></tr> <tr><td>SWD</td><td>Not available</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr><td>Schoolwide</td><td>&gt;0%</td></tr> <tr><td>Hispanic</td><td>&gt;0%</td></tr> <tr><td>White</td><td>&gt;0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>&gt;0%</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>&gt;0%</td></tr> <tr><td>SWD</td><td>&gt;0%</td></tr> </table>	Schoolwide	>0%	Hispanic	>0%	White	>0%	African American	*	2+ Races	>0%	EL	*	SED	>0%	SWD	>0%
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Other Pupil Outcomes</b>  Maintain a compliant and accessible Work Experience Education (WEE) Program	<b>2020-21 Source: Local Reporting</b>  Met compliance requirements set forth by the California Department of Education	<b>2021-22 Results</b>  WEE Program remains compliant and available to all students for the 2021-22 school year	<b>2022-23 Results</b>  WEE Program remains compliant and available to all students for the 2022-23 school year  <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b>  Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).  b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.  c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.  d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).  e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	\$167,674	No

Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> <li>a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.</li> <li>b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.</li> <li>c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.</li> <li>d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.</li> <li>e) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.</li> <li>f) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).</li> <li>g) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.</li> </ul>	\$156,990	Yes
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Action #	Title	Description	Total Funds	Contributing
		h) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.		

Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.</li> <li>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.</li> <li>c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.</li> <li>d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.</li> <li>e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.</li> <li>f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.</li> <li>g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.</li> <li>h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.</li> <li>i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.</li> </ul>	\$235,314	No
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Action #	Title	Description	Total Funds	Contributing
		<p>j) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.</p> <p>k) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May 2024 Instructional Meetings to calculate College/Career readiness rate projections.</p> <p>l) Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is focused on providing a broad, rigorous, and accessible course of study to all students that prepares them for college and career pathways. There are three Actions included in Goal 2. After reviewing each Action, the school has concluded that there are no substantive differences to report for Goal 2. An Action summary is provided below:

- **Action 1:** The school’s curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC was able to update and align the school’s online curriculum (Edgenuity) to the Smarter Balanced ELA and Mathematics Assessments Blueprint. APAC also adjusted online, and textbook curriculum based upon user feedback, including teachers and students. There was a commitment to refine curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advance curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school was able to successfully provide all students in need of home technology with a school issued Chromebook, along with internet connectivity. In addition, the school’s ELD program is fully implemented and sustained. Historically underserved student

groups continue to have access to a rigorous course of study, including Honors and AP, and specialized instructional materials and coursework to rapidly build foundational skills, literacy and quickly recover failing credits needed for grade level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college/career aspects: Meeting the College Career Indicator (CCI) Prepared Criteria, Applying for Financial Aid, Early College Credit, CTE, Early Assessment Program (EAP), AP Exams registration, and Work Experience Education. The school provided a College and Career Week that included guest speakers from a variety of career fields and colleges to increase awareness of requirements, timelines, and processes. There were eight fully developed Career CTE Pathways available to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$233,006

Actual Expenditures: \$188,327

Material Difference: Decrease \$44,679

Explanation: When the Preliminary Budget was developed, Audeo II allocated FTE for additional staff to provide, deliver instruction and curriculum to students. Due to the position not being filled, Audeo II decreased action Goal 2, Action 1 by \$44,679.

**Action 3**

Budgeted Expenditures: \$343,637

Actual Expenditures: \$281,465

Material Difference: Decrease \$62,172

Explanation: When the Preliminary Budget was developed, the school estimated to receive additional funding related to career education pathways for Goal 2, Action 3; while the school did not receive this projected funding, staff adjusted the instructional/curriculum approach to still offer this career preparation and pathways to all students.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's Goal 2 Actions provided all students with a rigorous and well-rounded course of study that ultimately prepares them for future college and career pathways. The school was able to meet desired outcomes for the 2022-23 Metrics below:

- Availability of standards aligned instructional materials to all students: 100%
- Provide all students with access to a broad course of study: 100%
- Design and implement programs and services to pupils with exceptional needs that promote succession transitions: 100%
- CTE Career Pathways: Eight
- Core courses aligned to CCSS: 100%
- Science courses aligned to NGSS: 100%
- ELA and Social Science courses aligned to ELD Standards: 100%
- Core courses are UC a-g approved: 100%
- CTE courses aligned to CTE Model Curriculum Standards: 100%
- Compliant and accessible Work Experience Education Program: Met

The data for many of the 2022-23 College/Career Readiness Metrics are not available at this time; the school projects that these outcomes will be available in Fall 2023.

As mentioned in other LCAP sections, educational partners want to focus on increasing the percentage of graduates who meet the College/Career Indicator Prepared Criteria. Therefore, the school has added additional Goal 2 Actions designed to increase student participation in CTE, planning for college, and accessing Early College Credit opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The description of Goal 2 and Metrics will remain the same for SY 2023-24. Based upon educational partner reflections, the school has planned the following Action adjustments for the 2023-24 SY:

- **Action 3b:** The school will develop three additional CTE Career Pathway to meet the interest/needs of students and teachers, Animal Science, Retail Sales and Marketing, and Teacher Education.
- **Action 3d:** The school will expand Early College Credit opportunities to all students by partnering with colleges for Dual Enrollment and Articulation Agreements. School staff want all students to experience the benefits of Early College Credit, which include creating equitable

access to higher education, preparing for postsecondary pathways, improving GPA, and graduation rates.

- **Action 3I:** To provide students and families with additional support related to applying financial aid for college and career programs, the school has developed a resource page. The school's resource page includes information related to FAFSA and the California Dream Act and how to request additional support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers</p>	<p><b>2021-22: Results</b></p> <p>88% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers</p>	<p><b>2021-22: Results</b></p> <p>100% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>10 ELAD trainings as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>10 ELAD trainings as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>11 ELAD trainings</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual ELAD trainings</p>
<p><b>Implementation of State Standards</b></p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>86% of teachers completed LEC</p>	<p><b>2021-22: Results</b></p> <p>100% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>
<p><b>Implementation of State Standards</b></p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>97% of staff as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>97% of staff as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>94% of staff as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>School Climate</b></p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo II</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>96% of students as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>97% of students as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of students</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of students</p>
<p><b>School Climate</b></p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience at Audeo II</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>98% of parents and family members as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>100% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of parents and family</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions



Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.</li> <li>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.</li> <li>c) School instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.</li> <li>d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).</li> <li>e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.</li> <li>f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.</li> <li>g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.</li> <li>h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.</li> </ul>	\$37,317	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="665 228 1692 370">i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.</li> <li data-bbox="665 412 1692 480">j) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.</li> <li data-bbox="665 522 1692 664">k) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.</li> <li data-bbox="665 706 1692 808">l) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.</li> <li data-bbox="665 850 1692 953">m) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.</li> </ul>		

Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.</li> <li>b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.</li> <li>c) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.</li> <li>d) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.</li> <li>e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.</li> <li>f) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.</li> <li>g) AU professional development trainings for staff focused on Equity &amp; Inclusion and how to cultivate reflective and positive discussion with students.</li> </ul>	\$13,939	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>h) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.</p> <p>i) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.</p> <p>j) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</p> <p>k) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.</p> <p>l) Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.</p>		

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is focused on providing instructional staff will ongoing support and professional learning to meet the unique needs of students and family members. There are two Actions included in Goal 3. The school conducted a thorough review of each Action and determined that all but one strategy was implemented. For Action 2f, the school was unable to provide staff with training related to Writing Redesigned for Innovative Teaching Equity (WRITE). WRITE is a specialized literacy training provided by San Diego County Office of Education (SDCOE). WRITE training has been rescheduled to the 2023-24 school year. A Goal 3 Action summary is provided below:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners prior to the start of the school year. The school provided training related to effective implementation of the State Standards to instructional staff throughout the school year. There was special emphasis on Mathematics and ELA since both content domains are critical areas of need. In addition, school staff participated in a wide variety of trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.
- **Action 2:** The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementation of English Language Development (ELD). The Math Specialist provided instructional staff with support and training focused on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and trainings offered to staff included, Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 1**

Budgeted Expenditures: \$43,876

Actual Expenditures: \$33,830

Material Difference: Decrease \$10,046

Explanation: The school budgeted professional development for new teachers. As previously mentioned, since the budgeted positions for new teachers were not filled, the budget for professional development decreased by \$10,046 for Goal 3, Action 1.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Actions have significantly increased high quality teaching and learning at the school for all students, and unduplicated pupils. **All Goal 3 Metrics were met** for the 2022-23 school year, as summarized below:

- 100% of teachers participated in at least 60 hours of annual professional learning.
- 100% of teachers participated in at least 10 hours of annual Math professional learning.
- The school provided 11 English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- 100% of teachers have completed Leading Edge Certification within three years of their initial employment.

- 94% of staff report high levels of training relevance at Altus University sessions.
- 100% of students report high levels of satisfaction with their educational experience.
- 100% of parents and family members report high levels of satisfaction with their child's overall educational experience.

It is evident that the school's Professional Learning System is meeting the unique needs and requirements of educational partners. While school administration is satisfied with Goal 3 Metric results, there is consensus that instructional staff need ongoing and sustained training and coaching related to math and ELA achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 3 description and Metrics will remain the same for 2023-24. Based upon reflections, the school will initiate some additional Actions to ensure staff can support the needs of the Whole Child, including EL students, and increase student, parent, and family member engagement. A summary of these new Actions is provided below:

- **Action 1c:** Instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations with instructional staff throughout the school year. The 5D+ Rubric Instructional Growth and Teacher Evaluation will be utilized during these teaching observations.
- **Action 1m:** In prior years, the school's primary virtual platform was Microsoft Teams. For 2023-24, school employees have professional Zoom accounts to increase student and parent engagement opportunities. School staff will receive training on how to use Zoom effectively and efficiently.
- **Action 2a:** Better align ELD training to the California EL Roadmap.
- **Action 2c:** Provide specialized training to employees focused on supporting the unique needs of students and parents who are new to the country.
- **Action 2i:** Partner with local organizations, including SAY San Diego to provide specialized training on contemporary issues/challenges facing youth.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free, and professional.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24								
<b>School Climate</b> Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> CA School Dashboard	Suspension Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> CA School Dashboard  <b>Note:</b> As of April 2023, there have been no student suspensions	Suspension Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>&lt;1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%												
Suspension Rate	0%												
Suspension Rate	0%												
Suspension Rate	<1.5%												
<b>School Climate</b> Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <b>Note:</b> Results as of April 2022	Expulsion Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> CA School Dashboard  <b>Note:</b> As of April 2023, there have been no student expulsions	Expulsion Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>&lt;1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%												
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Expulsion Rate	0%												
Expulsion Rate	<1%												
<b>School Climate</b> More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> <table border="1"> <tr> <td>97% of students as of April 2021</td> </tr> </table>	97% of students as of April 2021	<b>2021-22: Results</b> <table border="1"> <tr> <td>100% of students as of April 2022</td> </tr> </table>	100% of students as of April 2022	<b>2022-23 Results</b> <table border="1"> <tr> <td>100% of students</td> </tr> </table> <b>Data Source:</b> Locally Reported	100% of students		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>&gt;90% of students</td> </tr> </table>	>90% of students				
97% of students as of April 2021													
100% of students as of April 2022													
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>90% of students													



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>School Climate</b></p> <p>More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>97% of parents and family members as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>100% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of parents and family</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>
<p><b>School Climate</b></p> <p>Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>School Safety Plan met compliance requirements set forth by local, county and state agencies</p>	<p><b>2021-22: Results</b></p> <p>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year</p>	<p><b>2022-23 Results</b></p> <p>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> <li>a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.</li> <li>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.</li> <li>c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.</li> <li>d) Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.</li> <li>e) Installation of Brivo card access controls at all resource centers and office</li> <li>f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.</li> <li>g) Provide nursing services to support the overall health and social-emotional well-being.</li> <li>h) Provide a Mental Health &amp; Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.</li> <li>i) Provide students and parents with opportunities for input into safety planning.</li> </ul>	\$63,894	No
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Action #	Title	Description	Total Funds	Contributing
		j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.		
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health, and wellness services.</p> <p>f) Meal and Nutrition Program to promote student health and well-being.</p>	\$41,831	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<p>a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.</p> <p>b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.</p> <p>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.</p> <p>d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.</p> <p>e) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.</p> <p>f) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p> <p>g) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.</p>	\$84,260	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 is focused on providing a safe environment and supportive school culture to all educational partners. All three Actions were fully implemented and sustained for the 2022-23 school year. A Goal 4 Action summary is provided below:

- **Action 1:** The Executive School Safety Committee met regularly to discuss potential safety issues and ensure successful implementation of the School Safety Plan. The school provided multiple opportunities for educational partners to provide input regarding safety procedures and training needs. School Safety Ambassadors attended training and facilitated discussions related to safety topics, including ALICE (Violent Critical Incidents) in ongoing Resource Center Meetings with colleagues. School nurses supported the physical health of the school community. Lastly, Operations and Facilities staff ensured the school sites' systems and structures were adequately prepared for emergency scenarios.
- **Action 2:** The school's Healthy Youth Therapist and Department were able to provide counseling services, referrals, and case management to meet the needs of all students. The school actively recruited students to participate in the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website to include information related to health/wellness, and provided a Meal Program available to all students at resource centers.
- **Action 3:** These actions were targeted to meet the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification, case management services, collaborated with community partners, and training to staff. Specialized school staff provided live social-emotional learning opportunities (RISE) for students as part of the school's MTSS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### **Action 2**

Budgeted Expenditures: \$36,790

Actual Expenditures: \$28,850

Material Difference: Decrease \$7,940

Explanation: Audeo II budgeted for additional staff to align with Goal 4, Action 2; due to the position not being filled, the Action decreased by \$7,940.

### **Action 3**

Budgeted Expenditures: \$49,093

Actual Expenditures: \$70,602

Material Difference: Increase \$21,509

Explanation: Audeo II increased the number of staff and the hours spent on enrollment for general, homeless, and foster youth students to ensure that their unique needs are met. The school also increased nutrition program related expenses to promote student health and well-being. As a result, Goal 4, Action 3 increased by \$21,509.

An explanation of how effective the specific actions were in making progress toward the goal.

Educational partners are satisfied with Goal 4 Actions and their contributions to providing a safe environment and supportive school culture conducive for teaching and learning. As a result of Goal 4 Actions, the school was able to **meet all 2022-23 Metrics**:

- As of April 2023, there have been no student suspensions or expulsions.
- 100% of students who completed surveys report high levels of school safety satisfaction.
- 100% of parents and/or family members who completed surveys report high levels of school safety satisfaction.
- The school's Safety Plan continues to meet the needs of the school community and remains compliant.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 4 description and Metrics will remain the same for 2023-24. Based upon feedback and reflections, the school will initiate some additional Goal 4 Actions:

- **Action 1d:** Utilize ZenDesk platform to support facility ticketing/monitoring.
- **Action 1e:** Install and provide maintenance services to Bravo card access controls at all resource centers and offices as a school safety precaution.
- **Action 1f:** Administer the CHKS to determine the current state of student health and wellness. Information gleaned from the survey will inform decision making related to school programs and services.
- **Action 1h:** Create a Mental Health & Wellness Hub available to all educational partners focused on meeting their diverse physical, social-emotional, and mental health needs.



- **Action 1j:** Provide specialized professional learning to staff focused on first aid, child abuse prevention, and maintaining a safe/professional work environment.
- **Action 3e:** Full implementation of AVID focused on building student academic skills, planning for college, and supporting social-emotional learning.
- **Action 3f:** Integrate key homeless and foster youth resources and services into the school's mental health and wellness hub.
- **Action 3g:** E&I staff available to the school community to assist in community referrals, training, case management, and assisting school leaders with responding to student health emergencies.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 5	Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Basic</b></p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of school facilities</p>	<p><b>2021-22: Results</b></p> <p>100% of school facilities as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of school facilities</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of school facilities</p>
<p><b>Parental Involvement</b></p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2021-22: Results</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> <li>Pathways Portfolio Panels</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2021-22: Results</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> <li>• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP</li> <li>• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p><b>Parental Involvement</b></p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>27 community-based partnerships</p>	<p><b>2021-22: Results</b></p> <p>25 community-based partnerships as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>25 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Parental Involvement</b> Provide six Family Learning Series Trainings to all parents and family members	<b>2020-21 Source: Local Reporting</b> Seven Family Learning Series Trainings were facilitated	<b>2021-22: Results</b> Nine Family Learning Series were facilitated as of April 2022	<b>2022-23 Results</b> Ten Family Learning Series were provided <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> At least six annual Family Learning Series offered to parents and family members
<b>Parental Involvement</b> 90% of parents will report that Resource Centers provide innovative learning opportunities for students	<b>2020-21 Source: Local Reporting</b> 95% of parents and family members as of May 2021	<b>2021-22: Results</b> 97% of parents and family members as of April 2022	<b>2022-23 Results</b> 98% of parents and family members <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of parents and family members

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> <li>a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.</li> <li>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.</li> <li>c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.</li> <li>d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.</li> <li>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.</li> <li>f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.</li> <li>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.</li> <li>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.</li> <li>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,</li> </ul>	\$443,100	No
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Action #	Title	Description	Total Funds	Contributing
		<p>and communication.</p> <p>j) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>k) Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.</p> <p>l) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.</p> <p>m) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.</p>		



Action #	Title	Description	Total Funds	Contributing
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.</li> <li>b) Provide bus passes to Foster Youth to increase access to the resource center for educational support and services.</li> <li>c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.</li> <li>d) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.</li> <li>e) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</li> <li>f) Provide translated materials and resources for parents and family members of English Learners.</li> <li>g) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</li> <li>h) Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.</li> <li>i) Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.</li> <li>j) Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families</li> </ul>	\$12,189	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is designed to provide community-based resource centers that are innovative in design and capable of engaging students, parents, and family members. While Audeo II instructional model is non-classroom based, school leadership wants to provide a physical school environment that students can attend throughout the school week to interact with peers, participate in live instruction, access school equipment, and meet with school staff. There are two Actions included in Goal 5. Upon reviewing each Action, school staff have determined that there are no substantive differences to report. Key Actions are summarized below:

- **Action 1:** The school provided multiple opportunities for students, parents, and family members to interact with staff and learn about important programs and services. These school events included Open House, Senior Night Events, and Family Learning Series. At school events, staff teach students and parents how to use communication and academic tools, including School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, School Website and Naviance.
- **Action 2:** These are targeted Actions for English Learners, Low-Income, and Foster Youth. Key actions included providing bus passes to Foster Youth, facilitating engaging English Learner Advisory Committee (ELAC) meetings to increase involvement of parents of English Learners, bilingual staff who can provide translation services, and translated materials/resources for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report for Goal 5 Actions.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community is satisfied with how Goal 5 Actions were able to increase engagement and innovation at Audeo II. **All Goal 5 Metrics were met** for the 2022-23 school year:

- 100% of school facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.

- The school maintained formal partnerships with community-based organizations to support the needs of the ‘Whole Child’.
- There were ten Family Learning Series offered to parents and family members.
- 98% of parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 5 Description and Metrics will remain the same for 2023-24. However, based upon data analysis and reflection the school have designed additional Actions:

- **Action 1j:** DocuSign, Zoom, and Adobe programs to improve work efficiency for staff and enhance communication with the school community.
- **Action 1k:** Research focused on utilization of Virtual Reality platform and technologies for teaching and learning.
- **Action 1i:** Refine systems to administer the CHKS to students.
- **Action 1m:** Increase community awareness of the school’s unique ability to help struggling students reengage in school, academically succeed, and prepare for post-secondary pathways.
- **Action 2a:** Conduct outreach and recruitment to involve more families in the annual Family Resource Night.
- **Action 2e:** Provide all parents and families of English learner students with an annual ELD progress report to foster engagement and goal development.
- **Action 2h:** Disseminate a multilingual LCAP infographic to the school community focused on highlighting targeted programs and services for unique learners.
- **Action 2i:** Integrate a feedback form into the school’s Health and Wellness Hub to solicit input and needs from educational partners.
- **Action 2j:** Utilize language interpretation features provided in Zoom at school events to increase school connectiveness and access for non-English speaking families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$344,667	\$0

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.02%	0%	\$0	11.02%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based upon educational partner feedback and data analysis, the school plans to initiate Increased or Improved Services designed to benefit foster youth, English learners (EL), and low-income students **to a greater extent** than students who are not low-income, EL and/or foster youth. These **LEA-wide Contributing Actions** are outlined below and upgrades the entire educational program for all students:

- **Goal 1, Action 4a:** As provided in the Engaging Education Partners section, teacher feedback indicated that they need additional instructional **support staff** to provide direct tutoring services to students who are struggling to make adequate academic progress in core courses. To address these needs, the Human Resources Department will conduct targeted recruitment of RCAs and CTRs to fill vacancies. Educational research indicates that instructional aides and assistants can help implement differentiated instruction techniques, tailoring instruction to meet the diverse needs of students. We expect these actions to lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on Smarter Balanced Assessments.
- **Goal 1, 4b:** Based upon data analysis, school staff indicated a need to provide high-dosage academic tutoring opportunities for students struggling in ELA and Mathematics. Specifically, foster youth, English learners and low-income students are struggling the most in these

academic areas. To address this need, the school will partner with a **non-profit organization to provide high dosage tutoring** throughout the school week, focused on skill development, direct instruction, guided practice, and independent practice opportunities. Educational research indicates that high dosage tutoring programs can help students overcome learning challenges and make significant progress in their studies. The school expects this supplemental tutoring program to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language.

- **Goal 1, Action 4c:** Based upon educational partner feedback and college/career readiness outcomes, the school wants to improve programs and services that prepare students for post-secondary pathways. To address these needs, the school will offer an **AVID Program** which is focused on building healthy and sustainable study habits and college/career readiness. Educational research indicates that AVID is effective in improving student outcomes related to college/career readiness. We expect the AVID Program to lead to improvements in the percentage of unduplicated pupils graduating on-time, finishing UC a-g requirements, and scoring proficient on SBAs.
- **Goal 1, Action 4d:** Educational partners indicated that students need additional guidance as it relates to college/career readiness, social emotional support, and equity/access. To address these needs, the school will provide **counselors** who provide academic guidance to students, help students explore career options, navigate the college application process, understand financial aid opportunities, help address student personal and social issues, and identify and address barriers that marginalized students may face, such as lack of resources. Educational research indicates that counselors are essential for supporting students' holistic development, academic achievement, and future success. We expect counseling services to increase the number of unduplicated students graduating on-time, prepared for college/career pathways, and reporting high-levels of satisfaction with the educational program.
- **Goal 1, Action 4e:** School administrators want to continue to integrate Equity and Inclusion (E&I) services into the school's Multi-Tiered System of Support (MTSS). There is consensus that **E&I services** will elevate academic achievement, social-emotional well-being, school climate, and college/career readiness. Research indicates that E&I services address potential disparities and provide targeted support to marginalized students and can help narrow achievement gaps. The school expects these E&I services to improve academic outcomes, including increased engagement and higher graduation rates, particularly for unduplicated pupils.
- **Goal 1, Action 4f:** Educational partners provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. Specific feedback included, 'these basic needs must be met to keep them engaged in school and achieving.' To address these needs, a **homeless and foster youth liaison** will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. The school expects these services to improve engagement metrics (chronic absenteeism, attendance, drop out rate, and graduation rate) for foster youth.

- **Goal 2, Action 2a:** There is consensus amongst the entire school community that providing all students with access to home technology and internet service can have several positive impacts on their learning and academic outcomes. To address these needs, the school will provide a Chromebook and internet service to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a ‘homework gap’ that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the **Altus Connect Program** to improve digital access and equity, expanded learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.
- **Goal 2, Action 2b:** Instructional staff want to create and develop a curriculum that can meet the diverse needs and learning styles of all students, particularly Students with Disabilities and English Learners. To meet these needs, The school’s curriculum departments (APAC), integrates **Universal Design for Learning (UDL)** guidelines into the core curriculum. Educational research indicates that UDL can increase student engagement and academic achievement because it provides multiple means of representation and expression to accommodate different learning preferences and abilities. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.
- **Goal 2, Action 2c:** Based upon English learner performance on the Summative English Language Proficiency Assessment for California, the school wants to increase the percentage of ELs making progress towards English language proficiency. To meet these needs, the school will utilize **Achieve3000** which is an online literacy platform that aims to improve reading comprehension and vocabulary skills for students, including English learners. It provides differentiated content based on individualized reading levels and offers various tools and activities to support language acquisition. Educational partners suggest that this literacy program will ultimately help English learners improve performance on ELPAC because it is designed to match text based upon student reading abilities, provides differentiation/personalization features, and adjusts the difficulty level over time. While this program will certainly benefit English learners, staff suggests that it will help other students who may be considered struggling readers.
- **Action 2, Action 2d:** As previously mentioned school staff want to support the English development of ELs while increasing their engagement in school related activities and course completion. To meet these needs, the school will utilize **BrainPOP and BrainPOP ELL** as an educational tool that will be integrated into the school’s English Language Development (ELD) Program. School staff indicates that this program can help ELs in several ways, including providing engaging animated videos, comprehension activities, vocabulary development, grammar instruction, writing and speaking practice, and cultural awareness. The school expects these services to improve the school’s ELPI and other engagement metrics (e.g., attendance, chronic absenteeism, drop out). Because of the engaging animated videos, other students can benefit from this program to learn course content, develop language skills, and make learning more fun.
- **Goal 2, Action 2e:** Based upon educational partner feedback and data analysis, many new students enroll several grade levels behind in reading and mathematics. Therefore, it is essential to accelerate academic skill development and close achievement gaps. To meet these needs, the school will provide **Edgenuity MyPath Individual Learning Plans (ILPs)** that provide targeted instruction and support tailored

to the specific needs of each learner. Educational research suggests that when this type of program is implemented with fidelity and supported by well-trained educators, they can accelerate learning, improve academic skills, and close achievement gaps for students from low-income backgrounds or historically marginalized groups. The school expects these services to increase the percentage of students meeting their individualized NWEA Spring Growth target.

- **Goal 2, Action 2f:** Based upon College and Career Readiness data, the school wants to increase the percentage of graduates who are meeting the CCI Prepared criteria. In addition, the school wants to close opportunity gaps that exists for English Learners. To meet these needs, the school will conduct **targeted recruitment of English Learners to participate in Honors and Advanced Placement (AP)** coursework. By recruiting ELs to participate in AP and Honors programs, the school is taking actionable steps to close potential opportunity gaps and promoting educational equity. The school expects these services to lead to an increase in the number of ELs taking advanced coursework and meeting the CCI Prepared criteria on the school dashboard. As the school creates flyers and disseminates information to the school community, these efforts will likely lead to other students seeing the benefits of advanced programs and greater participation schoolwide.
- **Goal 2, Action 2g:** School staff is committed to closing opportunity gaps that may exist for student groups in education. To meet these needs, the school's **Equity and Inclusion (E&I)** personnel will **coordinate a multi-faceted and comprehensive approach with the school community that prioritizes equity, inclusivity, and the success of all students**. These E&I strategies will include data analysis, monitoring, program development, professional development, training, collaboration, partner with community-based organizations, targeted support for underserved student groups, parent and family engagement, and a focus on continuous evaluation and improvement. The school expects these services to increase the percentage of graduates who are meeting the CCI Prepared criteria, particularly for unduplicated pupils.
- **Goal 2, Action 2h:** Teachers and counselors continue to report that many new students enroll because they are credit deficient and are not on-track to graduate with their high school cohort. To meet these needs, the school will provide **Edgenuity Prescriptive Testing** courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. Research indicates that credit recovery classes can support students' transitions to postsecondary education or the workforce. By enabling students to recover credits and graduate on time, these programs increase students' options and opportunities for further education or career pathways. The school expects these programs to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Audeo II has an enrollment of unduplicated pupils which exceeds 55.1% of total enrollment. The school's percentage to increase or improve services for unduplicated students is 11.02% and the estimated increased apportionment is \$344,667. Overall, services for English Learners,



Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. Targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement, and prepare for college/career pathways.

Of the Targeted Actions to Increase and Improve Services described within this plan, several are services that are provided only to **unduplicated students and their families**, which are considered a Limited Scope. These **Limited Scope** Actions are outlined below:

**Goal 1, Action 2: Evaluate and Support English Language Proficiency for English Learners:** This Targeted Action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. School instructional leaders will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

**Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This Targeted Action is based on data analysis of opportunity gaps and feedback from the school community. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism, and Credit Completion to inform the decision-making progress related to instruction, curriculum, E&I, and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 Metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

**Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This Targeted Action is based on data analysis conducted by educational partners and feedback related to professional learning needs. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to

academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2023-24, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department (ELAD). In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. Writing Redesigned for Innovative Teaching Equity (WRITE) is focused on enhancing teacher knowledge and skills in evidence-based instructional practices that promote effective literacy development. Research suggests that literacy training programs can help teachers develop a deep understanding of equity and culturally sustaining pedagogy, enabling them to create inclusive and equitable literacy instruction for historically underserved students. The school expects these services to positively impact students' language skills, comprehension, and overall literacy achievement (English Language Progress Indicator, EL Reclassification Rates, SBA ELA). And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. The school will partner with community-based organizations to provide training to enhance teachers' understanding of student experiences, enabling them to create more relevant and meaningful learning opportunities. Educational research indicates that training programs focused on contemporary issues often emphasize social-emotional learning, the importance of inclusivity, diversity, and cultural competence. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration, and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations, and student/parent satisfaction with their educational experience.

**Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. The Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. Students will also benefit from the newly created Mental Health and Wellness Hub that will integrate homeless and foster youth resources. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for students to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school, and supported. Effectiveness of these actions will be determined by analyzing Metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

**Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings, and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all these engagement opportunities, the school will recruit parents of English Learner students by using Zoom translation features, translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion (E&I) staff will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will coordinate transportation services to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, the school plans to continually monitor the effectiveness of these Targeted Actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. The school will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Audeo II is not eligible for the additional concentration grant add-on funds.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	87:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18:1

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,471,968	\$ 778,885	\$ -	\$ 441,360	3,692,213	\$ 2,992,548	\$ 699,665

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ -	\$ -	\$ -	\$ 3,848	\$ 3,848
1	2	Evaluate and Support English Language Proficiency for English Learners	English Learners	\$ 105,241	\$ 30,712	\$ -	\$ 17,086	\$ 153,039
1	3	Academic Instruction and Support for All Students	All	\$ 559,164	\$ 145,165	\$ -	\$ 105,741	\$ 810,070
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 516,308	\$ 13,257	\$ -	\$ 166,244	\$ 695,809
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 261,042	\$ 245,018	\$ -	\$ 49,792	\$ 555,852
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 16,697	\$ 204	\$ -	\$ 1,964	\$ 18,865
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 143,919	\$ 31,323	\$ -	\$ 22,980	\$ 198,222
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 124,739	\$ 30,749	\$ -	\$ 12,186	\$ 167,674
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 110,733	\$ 27,026	\$ -	\$ 19,231	\$ 156,990
2	3	College/Career Pathways for All Students	All	\$ -	\$ 235,314	\$ -	\$ -	\$ 235,314
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 25,936	\$ 7,725	\$ -	\$ 3,656	\$ 37,317
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 6,983	\$ 1,278	\$ -	\$ 5,678	\$ 13,939
4	1	Safe and Supportive Schools for All Students	All	\$ 57,482	\$ 3,862	\$ -	\$ 2,550	\$ 63,894
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 31,492	\$ 5,150	\$ -	\$ 5,189	\$ 41,831
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 77,373	\$ 700	\$ -	\$ 6,187	\$ 84,260
5	1	Engagement Opportunities for All Students	All	\$ 422,670	\$ 1,402	\$ -	\$ 19,028	\$ 443,100
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 12,189	\$ -	\$ -	\$ -	\$ 12,189

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,127,649	\$ 344,667	11.02%	0.00%	11.02%	\$ 972,746	0.00%	31.10%	<b>Total:</b>	\$ 972,746
								<b>LEA-wide Total:</b>	\$ 627,041
								<b>Limited Total:</b>	\$ 345,705
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 105,241	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 516,308	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 143,919	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 110,733	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 6,983	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	\$ 77,373	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 12,189	0.00%

## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,334,540.00	\$ 3,070,040.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ 5,399	\$ 3,665
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 179,252	\$ 176,211
1	3	Academic Instruction and Support for All Students	No	\$ 826,610	\$ 587,125
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 356,144	\$ 381,112
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 473,457	\$ 544,969
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 11,564	\$ 11,813
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 213,944	\$ 179,853
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 233,006	\$ 188,327
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 157,377	\$ 153,931
2	3	College/Career Pathways for All Students	No	\$ 343,637	\$ 281,465
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 43,876	\$ 33,830
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 10,371	\$ 9,518
4	1	Safe and Supportive Schools for All Students	No	\$ 47,127	\$ 50,459
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 36,790	\$ 28,850
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 49,093	\$ 70,602
5	1	Engagement Opportunities for All Students	No	\$ 344,078	\$ 365,393
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 2,815	\$ 2,917



## 2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 293,094	\$ 714,865	\$ 825,530	\$ (110,665)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 179,252	\$ 176,211.00	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 115,116	\$ 243,651.00	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 213,944	\$ 179,480.00	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 155,856	\$ 149,749.00	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 4,604	\$ 4,980.00	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 46,093	\$ 68,542.00	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low Income students, and Foster Youth	Yes	\$ -	\$ 2,917.00	0.00%	0.00%



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,852,222	\$ 293,094	0.00%	10.28%	\$ 825,530	0.00%	28.94%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

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*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.



**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55 percent:** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.



**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:



An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



# Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## **Performance Standards**

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## **Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **0**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

## OPTION 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					<b>X</b>
Health Education Content Standards					<b>X</b>
Physical Education Model Content Standards					<b>X</b>
Visual and Performing Arts					<b>X</b>
World Language					<b>X</b>

### Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

#### Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**



## **Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

### **Parental Involvement and Family Engagement (LCFF Priority 3)**

#### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	<b>5 – Full Implementation and Sustainability</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	<b>5 – Full Implementation and Sustainability</b>
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	<b>5 – Full Implementation and Sustainability</b>
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	<b>5 – Full Implementation and Sustainability</b>

### Building Relationships Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school engages educational partners in meaningful participation of the school's programs and systems of continuous improvement. The school partners with families to create a Pathways Personalized Education Plan (PPEP) for each student that reflects their strengths, learning style, interests, and post-secondary goals. In partnership with parents, school staff monitor student progress towards PPEP goals and systematically adjust throughout the school year. This process is built on an established trusting relationship between school and family whereas parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. Based on stakeholder Needs Assessment, the school has identified that a primary requirement of students and parents is a safe and supportive learning environment. Survey results indicate that 100% of parents and 100% of students report that their school is safe and supportive. Additionally, the school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 100% of parents report that the school provides innovative and engaging learning environments.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Audeo II regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated and of interpreters made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for

parents and families will be available. Utilization of Parent Square further provides communication and engagement of educational partners with the school.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	<b>5 – Full Implementation and Sustainability</b>
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	<b>5 – Full Implementation and Sustainability</b>
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	<b>5 – Full Implementation and Sustainability</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	<b>5 – Full Implementation and Sustainability</b>

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school provides professional learning and support to teachers, support staff, and leadership to improve the school's capacity to partner with educational partners and provide a high-quality education for every student. Currently, 100% of teachers have exceeded the school's goal to participate in at least 60 hours of professional learning. The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Audeo II is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	<b>5 – Full Implementation and Sustainability</b>
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	<b>5 – Full Implementation and Sustainability</b>
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	<b>5 – Full Implementation and Sustainability</b>
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	<b>5 – Full Implementation and Sustainability</b>

### Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school engages educational partners in its processes for continuous improvement and prioritizes building capacity of staff and families to engage in advisory groups and decision making. The school provides training for School Site Council members annually and holds regular meetings to develop, refine, and update the LCAP Federal Addendum. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides trainings, resources, supports, and feedback opportunities throughout the school year. The school holds a variety of Resource Center events that focus on family engagement and provide opportunities for input into the school's programs. Additionally, the school seeks input into the Local Control Accountability Plan (LCAP) through an annual survey. In 2022-2023 the school received input from over 70 students and parents and used the results in the development of the 2023-2024 LCAP.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

Educational partner input into decision making is actively sought through multiple venues. Audeo II will continue to seek to improve input into decision making from our educational partners through the implementation of parent square as a communication tool, soliciting input and educational partner feedback through annual engagement surveys, opportunities to participate in Parent nights, Senior nights, Family Learning opportunities, representation on the School Council, the English Language Advisory Committee, and involvement in College/Career week.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will provide translated materials and resources for parents and family members of English Learners.



## **Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 6 are provided below.

### **School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

**1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

Audeo II administers an Annual LCAP Stakeholder Engagement Survey to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. Over the last five years, survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of Audeo II's LCAP. In order to monitor the success of Audeo II's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2022-2023, Audeo II exceeded this metric. 100% of students reported that they felt safe at Audeo II and 100% of parents reported that they feel their child is safe at Audeo II. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2022-2023 Audeo II's suspension rate was 0.0% and expulsion rate was 0.0%.

**2. MEANING: What do the disaggregated results (if applicable) of the survey and other**

**data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

These metrics indicate that students' needs are being met in a positive and supportive learning environment that protects and encourages their participation and engagement in school. Confidence surveys show an increase after 90 days of enrollment in students' confidence in their ability and skills to learn and succeed in school and in their receiving of the support from their teacher to succeed in school compared to prior to enrolling.

**3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In addition to an Annual LCAP Stakeholder Engagement Survey the LEA will also administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Educational partners have provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. To address these needs, a homeless and foster youth liaison will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations.

## Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2022-2023 Audeo Charter II served 219 students in grades 6-12. The student demographics include:

- Percentage of Students with Disabilities: 23.5%
- Percentage of English Learners: 3.5%
- Percentage of Socioeconomically Disadvantaged: 51.5%
- Percentage of Homeless and Foster Youth (FY): 6.5%

Audeo II qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Audeo II uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing Audeo II from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the school has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.



## Assumptions for Preliminary Operational Budget FY 2023-24

Audeo Charter School II (Audeo II) is an independent study program. Audeo II takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like Audeo II, are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo II is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- \* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo II is 55.10%.
- \* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## **BUDGET INFORMATION**

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard – 2023-24 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's April Revised Operational Budget.

**Table 1:**

Description	FY 2023-24
Grades 4-6 Adjusted Base Grant	\$10,069
Grades 7-8 Adjusted Base Grant	\$10,367
Grades 9-12 Adjusted Base Grant	\$12,327
Statutory Cost of Living Allowance (COLA)	8.22%
Audeo II's Unduplicated Pupil Percentage (Rolling Average)	55.10%
District's Unduplicated Pupil Percentage (EUHSD)	22.61%

Revenues were calculated based on the following enrollment and ADA:

**Table 2:**

Description	FY 2023-24 (Projected P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	265	254	204
CBEDS	222	219	187
Students Served	543	538	479
ADA:			
Grade 4-6	8.34	8.23	5.31
Grade 7-8	27.98	27.61	17.65
Grade 9-12	223.38	220.45	207.00
<b>Total ADA</b>	<b>259.70</b>	<b>256.29</b>	<b>229.96</b>

### REVENUE PROJECTIONS

**Table 3:**

Description	FY 2023-24
LCFF Sources	\$3,472,316
Federal Revenues	\$622,016
State Revenues Other than LCFF	\$583,523
Local Revenues	\$42,640
<b>Total Projected Revenues</b>	<b>\$4,720,495</b>

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

**ESSA: School Improvement (CSI) Funding for LEAs** is a Federal funding for LEAs with schools identified as requiring support consistent with the California State Plan for Every Student Succeeds Act. Audeo II was granted FY 2022-23 ESSA CSI in the amount of \$178,351, which was included in this budget.

**Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:**

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. The deadline for obligation of this fund is September 30, 2023.

Audeo II's ESSER II revised allocation is \$160,728 and of that amount, \$140,938 was spent as of FY 2022-23. Audeo II included the remaining amount \$19,790 in this budget.

**Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo II has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo II's ESSER III revised allocation is \$361,307 and of that amount, \$23,454 was spent in FY 2021-22 and \$13,365 in FY 2022-23. Audeo II included \$286,800 in this budget and the remaining amount of \$37,688 will be included in the next fiscal year.



**Expanded Learning Opportunities (ELO) Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals, and snacks to specified student groups. Audeo II's ELO Grant Plan is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. Audeo II is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficiency. The deadline for obligation of ELO ESSER II and ELO GEER II funds is September 30, 2023, while ELO ESSER III funds is September 30, 2024.

Audeo II's revised allocation amount is \$224,537 and of that amount, \$125,184 of ELO general fund and \$40,649 of ELO ESSER II and GEER II was fully spent as of FY 2022-23. Audeo II spent \$3,279 of ELO ESSER III fund in FY 2022-23 and the remaining amount of \$55,425 is included in this budget.

**Project Safe from Exploitation (SaFE)** – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and Audeo II is a subrecipient for \$1,888. As a subrecipient, Audeo II will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
  2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$887.40 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$130 per PY California Basic Educational Data System (CBEDS) count.
  - **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo II chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.85 for Grades K-8 and \$55.17 for Grades 9-12.
  - **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of

the school district and charter school LCFF. Audeo II included \$235,314 of CTE grant in this budget.

- Creating Opportunities in Preventing and Eliminating Suicide (COPES)** is a four-year grant initiative which was awarded to the County of San Diego Behavioral Health Services and the San Diego County Office of Education (SDCOE). SDCOE will lead the COPES initiative and build the capacity of LEAs to support school communities that champion mental wellness by targeting efforts in staff and student wellness, stigma reduction, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students, and families and coordinated referral pathways for students needing mental/behavioral health services. Audeo, Audeo II, and Audeo II will participate in this grant. The schools will submit an invoice to SDCOE at the end of each quarter to get reimbursement for its expenditures, not to exceed \$12,000 per calendar year for 4 years beginning 2022 through 2025. Audeo II included \$4,000 in its budget for this FY, which is under local revenue.
- Arts, Music, and Instructional Materials Block Grant** – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditure of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Audeo II is \$153,171. The deadline for obligation of this fund is FY 2025-26. Audeo II included \$25,529 in this budget.

#### **NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**

**Table 4:**

<b>POSITIONS</b>	<b>OBJECT CODE</b>	<b>FY 23-24</b>
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	12.69
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.06
Certificated Supervisor & Administrator	1300	1.02
Other Certificated Teacher Resource (CTR)	1900	3.00
Resource Center Associate (RCA)	2100	4.00
Classified Support (Admin Support)	2200	0.15
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	3.18
Other Classified (Administrative Support)	2900	0.06
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>25.58</b>

- \* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to

total student population. For FY 2023-24, we estimated the Special Ed population at 25.20%.

### **EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	<b>Object</b>	<b>Certificated</b>	<b>Classified</b>
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.68%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,200			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

### **NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700**

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo II has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

### **RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200**

Audeo II has allocated \$18,380 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

### **PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800**

The total budget amount for Object Code 5800 is \$521,236 representing 11.04% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services,

MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

### **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo II will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district. The authorizing District has a broad and diverse student population. The budget for marketing will support significant outreach efforts to ensure that the student body of Audeo II reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo II has deployed an integrated marketing plan to support organizational growth. To reach Audeo II's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2023-24, Audeo II has allocated \$70,807 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

### **DISTRICT OVERSIGHT FEES**

Audeo II will pay its authorizing District (Escondido Union High School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo II has budgeted \$34,723 for FY 2023-24 for oversight fees, which is included in object code 5800.

### **RESERVES**

Audeo II has allocated reserves of \$236,025 for FY 2023-24 representing 5% of total revenues of \$4,720,495.

### **FACILITIES**

Audeo II carries out contractual lease agreements with an annual cost of \$288,049 for FY 2023-24. The total cost of the current lease contracts from July 2022 through the end of the lease term (Year 2024) is \$419,667.



**PRELIMINARY OPERATIONAL BUDGET  
FY 2023 - 2024**

**REVENUES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>LOCAL CONTROL FUNDING FORMULA - LCFF</b>		
LCFF State Aid	8011	\$ 3,420,376.00
Education Protection Account	8012	51,940.00
<b>TOTAL, LCFF ENTITLEMENT</b>		<b>\$ 3,472,316.00</b>
<b>FEDERAL REVENUES</b>		
Special Ed: Federal IDEA	8181	\$ 28,470.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	35,506.00
Title II, Part A - Improving Teacher Quality Program	8290	4,910.00
Title III - Limited English Proficient Study Program	8290	876.00
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00
ESSA: School Improvement Funding for LEAS	8290	178,351.00
ESSER II	8290	19,790.00
ESSER III	8290	214,539.00
ESSER III - Learning Loss	8290	72,261.00
ELO ESSER III State Reserve, Emergency Needs	8290	20,207.00
ELO ESSER III State Reserve, Learning Loss	8290	35,218.00
Project SaFE	8290	1,888.00
<b>TOTAL, FEDERAL REVENUES</b>		<b>\$ 622,016.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>		
Mandate Block Grant	8550	\$ 12,874.00
State Lottery Revenue - Non Prop-20	8560	46,112.00
State Lottery Revenue - Prop-20	8560	18,173.00
Special Ed: State	8792	230,458.00
Special Ed: Mental Health Level II	8590	15,063.00
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	25,529.00
Career Technical Education Incentive Grant	8590	235,314.00
<b>TOTAL, STATE REVENUES</b>		<b>\$ 583,523.00</b>
<b>LOCAL REVENUES</b>		
Interest Income	8660	\$ 17,690.00
All Other Local Revenue	8699	20,950.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	4,000.00
<b>TOTAL LOCAL REVENUES</b>		<b>\$ 42,640.00</b>
<b>TOTAL, REVENUES</b>		<b>\$ 4,720,495.00</b>



**PRELIMINARY OPERATIONAL BUDGET  
FY 2023 - 2024**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>CERTIFICATED SALARIES</b>		
Teachers' Salaries	1100	\$ 1,278,129.00
Certificated Pupil Support Salaries	1200	136,778.00
Certificated Supervisor & Adm. Salaries	1300	167,783.00
Other Certificated Salaries	1900	125,180.00
<b>TOTAL, CERTIFICATED SALARIES</b>		<b>\$ 1,707,870.00</b>
<b>CLASSIFIED SALARIES</b>		
Instructional Aides' Salaries	2100	\$ 138,970.00
Classified Support Salaries	2200	8,715.00
Supervisors' and Administrator's Salaries	2300	69,368.00
Clerical, Technical, and Office Staff	2400	190,689.00
Other Classified Salaries	2900	6,463.00
<b>TOTAL, CLASSIFIED SALARIES</b>		<b>\$ 414,205.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100	\$ 330,783.00
PERS Retirement	3200	104,113.00
Social Security/Medicare	3300	56,451.00
Health and Welfare	3400	565,088.00
Unemployment Insurance	3500	1,061.00
Workers Compensation Insurance	3600	25,465.00
<b>TOTAL EMPLOYEE BENEFITS</b>		<b>\$ 1,082,961.00</b>
<b>TOTAL PERSONNEL COST</b>		<b>\$ 3,205,036.00</b>

# Audeo II Charter School II

## PRELIMINARY OPERATIONAL BUDGET FY 2023 - 2024

### EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>BOOKS AND SUPPLIES</b>		
Textbooks	4100	\$ 18,211.00
Books and Other Reference Materials	4200	6,500.00
Instructional Materials and Supplies	4300	36,018.00
Edgenuity	4312	25,072.00
Research and Development	4313	4,595.00
Non-Capitalized Equipment	4400	22,871.00
Food	4700	5,368.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		<b>\$ 118,635.00</b>
<b>SERVICES, OTHER OPERATING EXPENSES</b>		
Travel and Conference	5200	\$ 29,926.00
Research and Development Travel	5202	13,785.00
Dues and Memberships	5300	13,405.00
Liability Insurance	5400	32,520.00
Operations and Housekeeping Services	5500	98,274.00
Rental, Leases & Repairs	5600	354,465.00
Prof/Consulting Services/Oper. Expenses	5800	450,428.00
Marketing Fees	5812	70,807.00
Communication	5900	24,310.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		<b>\$ 1,087,920.00</b>
<b>CAPITAL OUTLAY</b>		
Depreciation - Leasehold Improvement	6900	\$ 52,229.00
Depreciation - Equipment	6900	20,200.00
<b>TOTAL, CAPITAL OUTLAY</b>		<b>72,429.00</b>
<b>OTHER OUTGO</b>		
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 450.00
<b>TOTAL, OTHER OUTGO</b>		<b>\$ 450.00</b>
<b>RESERVES</b>		
Operational Reserve	9730	\$ 118,013.00
Reserve for Economic Uncertainties	9770	\$ 118,012.00
<b>TOTAL, RESERVES</b>		<b>\$ 236,025.00</b>
%		<b>5%</b>
<b>TOTAL, EXPENDITURES</b>		<b>\$ 4,720,495.00</b>



**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school



district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of     **Audeo Charter School II**    ;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of     **Audeo Charter School II**     has determined to spend the monies received from the Education Protection Act as attached.

DATED:

**June 22, 2023**

\_\_\_\_\_  
Secretary

# Audeo II

## Charter School II

### Education Protection Account Expenditure Plan for FY 2023-24

#### Expenditures Through: June 30, 2024

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
<b>Projected Amount Available for this Fiscal Year:</b>	8012	\$ 51,940.00
<b>Total Projected EPA Entitlement</b>		\$ <b>51,940.00</b>
<b>Projected Expenditures:</b>		
<b>For Teachers' Salaries and Benefits Only</b>		
Teachers' Salaries	1100	\$ 36,273.66
Retirement: STRS	3111	\$ 6,928.26
Medicare	3321	\$ 529.08
Health & Welfare	3401	\$ 7,540.17
Unemployment Insurance	3501	\$ 18.13
Workers' Compensation Insurance	3601	\$ 437.85
Mileage Allowance	5200	\$ 212.85
<b>Total Projected Expenditures</b>		\$ <b>51,940.00</b>
<b>Balance (Total Available minus Total Expenditures)</b>		-

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School III

CDS Code: 37681060137034

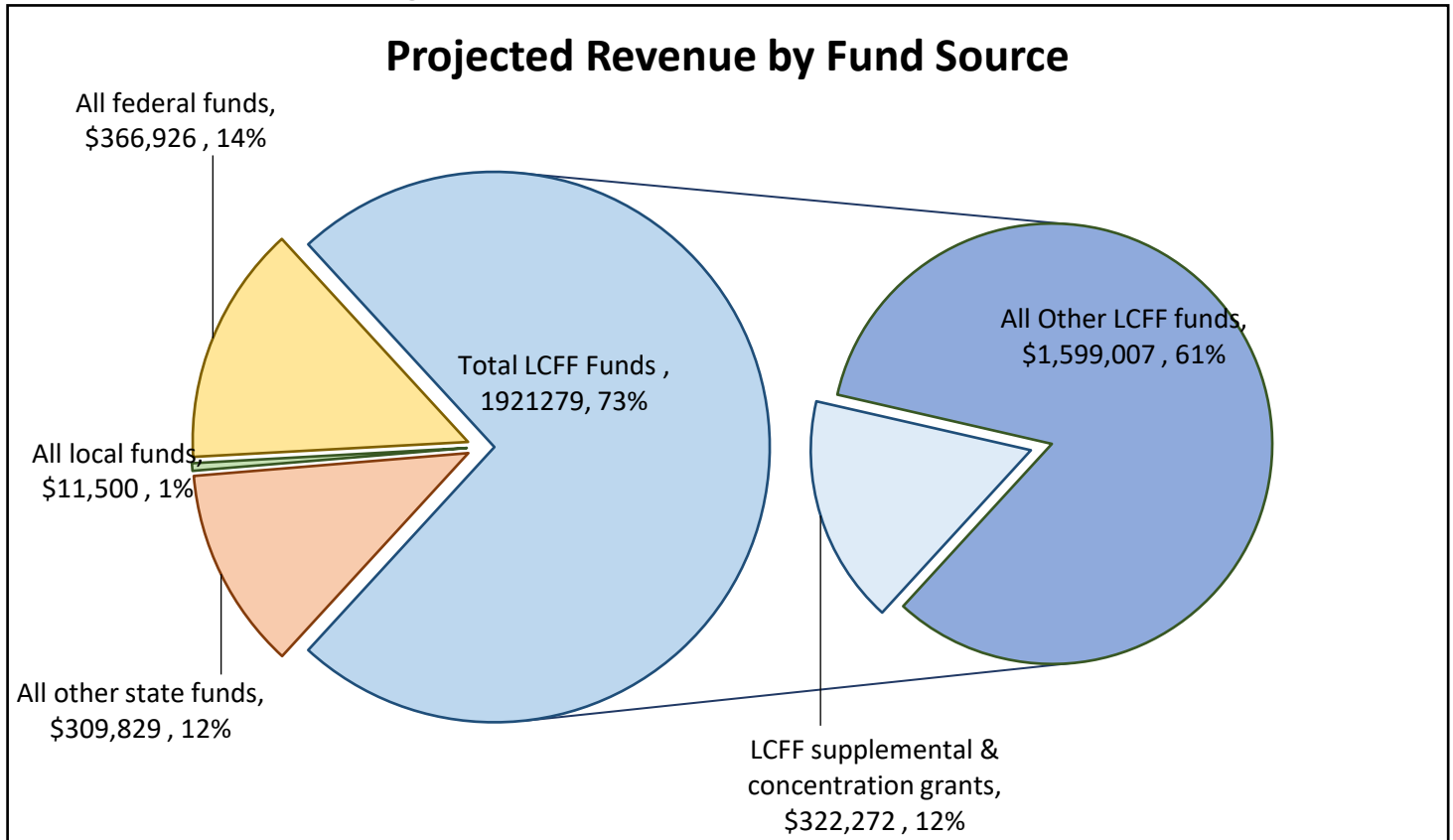
School Year: 2023-24

LEA contact information: Sharnita Moore, Ph: (858) 214-2511 Email: [smoore@altusschools.net](mailto:smoore@altusschools.net)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

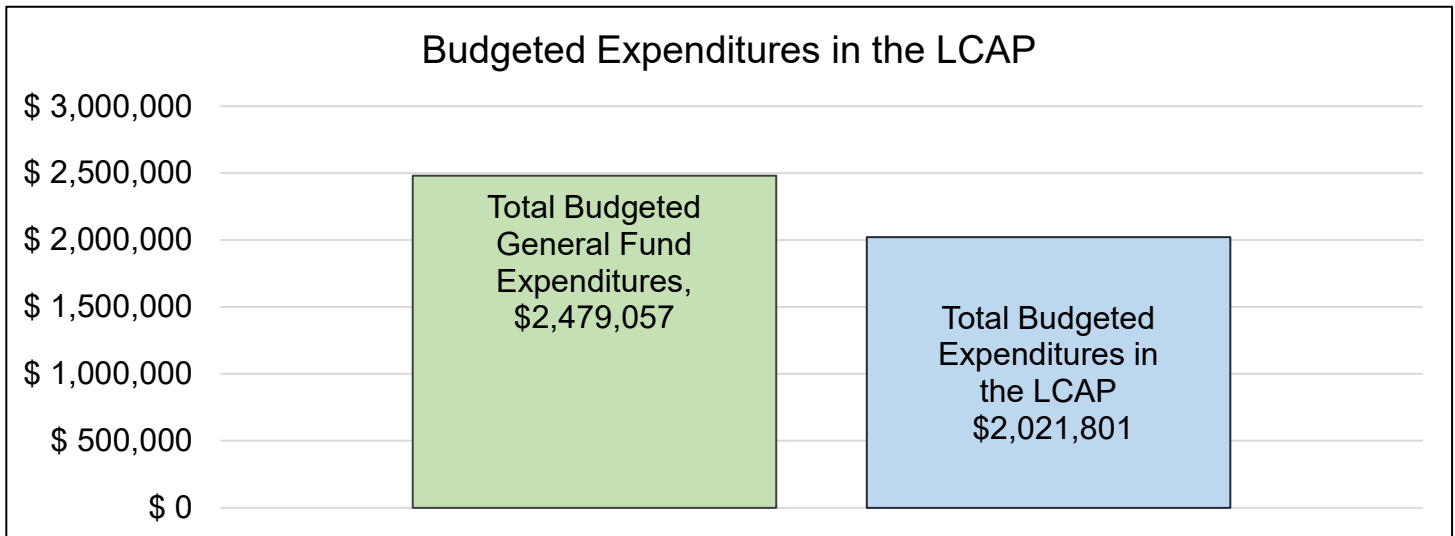


This chart shows the total general purpose revenue Audeo Charter School III expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School III is \$2,609,534.00, of which \$1,921,279.00 is Local Control Funding Formula (LCFF), \$309,829.00 is other state funds, \$11,500.00 is local funds, and \$366,926.00 is federal funds. Of the \$1,921,279.00 in LCFF Funds, \$322,272.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Charter School III plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

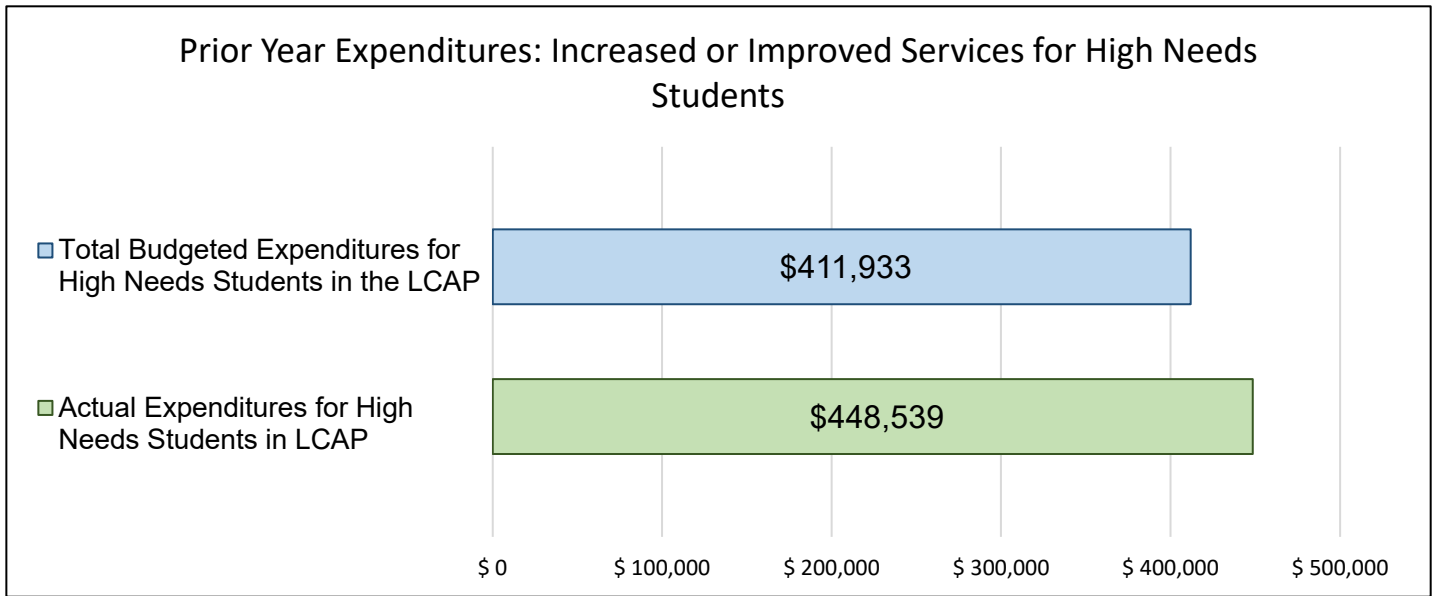
The text description of the above chart is as follows: Audeo Charter School III plans to spend \$2,479,057.00 for the 2023-24 school year. Of that amount, \$2,021,801.00 is tied to actions/services in the LCAP and \$457,256.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Audeo Charter School III is projecting it will receive \$322,272.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School III must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Charter School III plans to spend \$514,166.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Audeo Charter School III budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Audeo Charter School III estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Audeo Charter School III's LCAP budgeted \$411,933.00 for planned actions to increase or improve services for high needs students. Audeo Charter School III actually spent \$448,539.00 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School III	<b>Sharnita Moore</b> School Coordinator	<a href="mailto:smoore@altusschools.net">smoore@altusschools.net</a> (858) 678-2050

## Plan Summary: 2023-24

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2017, Audeo Charter School III was approved for operation by the Escondido Union High School District as a free public-school option serving students in grades 6-12. Audeo III is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**Audeo III received a Six-Year Accreditation Status by WASC through June 30, 2026.** Audeo III operates a resource center in Escondido. Students and families visit the Escondido Resource Center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Audeo III is a non-classroom based, independent study program.

Audeo III is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo III, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo III are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo III

works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

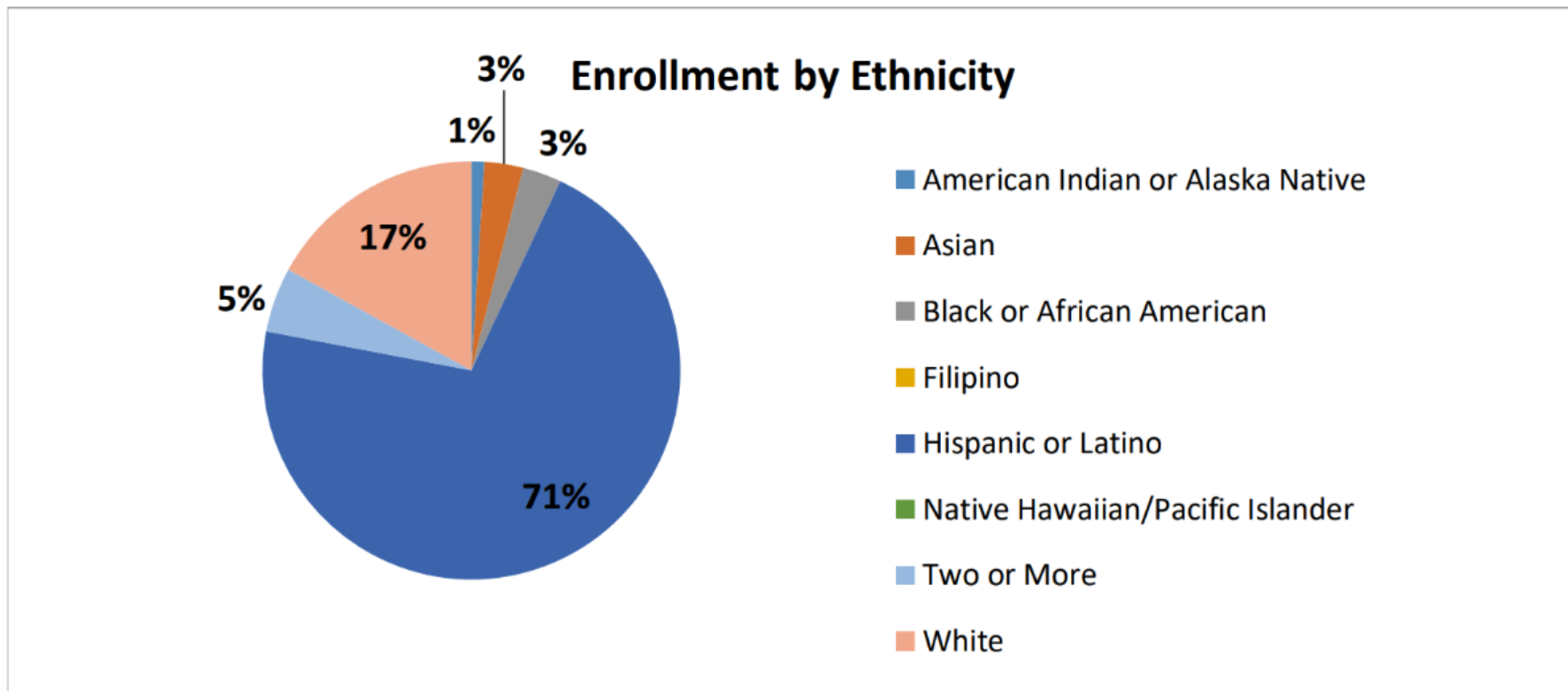
**Audeo III is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS).** DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2023, Audeo III had a total enrollment of 137 students. Of these 137 students, 58% were Socioeconomically Disadvantaged, 27% were Students with Disabilities, 4% were GATE, 20% were English Learners, 7% were Homeless, and 0.0% were Foster Youth.

In addition, of these 137 students, 71% were Hispanic, 17% were White and 3% Black or African American. 9% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.





## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Audeo III's Educational Partners are satisfied with the school's commitment to providing a personalized instructional program for all students. This personalized approach is the school's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Audeo III

offers as they look for a new approach to learning and the ability to graduate on time.

**According to the 2022 Dashboard, Audeo III's Dashboard Alternative Status School (DASS) One-Year Grad Rate was 97.1% for All Students.** While the DASS one-year graduation rate is only being reported for information purposes for DASS schools, educational partners believe that this continues to be a key indicator of the school's success. As seen in the table below, the school exceeded the 80% target for All Students and all other numerically significant Student Groups. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2023-24 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Audeo III will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

### Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	35	34	97.1%
English Learners	9	*	*
Homeless	1	*	*
Socioeconomically Disadvantaged	21	20	95.2%
Students with Disabilities	8	*	*
American Indian or Alaska Native	1	*	*
Hispanic	23	22	95.7%
White	10	*	*
Two or More Races	1	*	*

**The school was satisfied with the 2022 Chronic Absenteeism rate for students in grades 6-8.** According to the 2022 School Dashboard, 9.4% of students were chronically absent for the school year. Audeo III's Chronic Absenteeism Rate is significantly better than

the State's average (30%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area.

**Audeo III's educational partners are pleased with the 2022-23 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2023.** The goal is to have at least 60% of students meet their individualized NWEA Growth target. Students showed improvements in all areas from the 2021-22 school year. Results for 2022-23 are provided below:

- 67% of students tested met their NWEA Reading Growth Target
- 78% of students tested met their NWEA Language Growth Target
- 72% of students tested met their NWEA Math Growth Target

**Audeo III's Conditions & Climate remains a strength of the educational program.** For the 2022-23 school year, Audeo III's Suspension Rate on the School Dashboard was 0%. This is significantly better than the State's average which is 3.1% Providing Audeo III students with a healthy, safe, and welcoming environment is most important because a high percentage of students choose to enroll to 'get away from negative experiences' at their previous school settings.

The School surveyed students and parents throughout the 2022-23 school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below.

#### **School Safety:**

- 100% of parents report that they feel their child is safe at school.
- 98% of students report that they feel safe at the Resource Center.

#### **Educational Program:**

- 100% of parents report high levels of satisfaction with school.
- 100% of students report high levels of satisfaction with the school.

Audeo III's educational partners believe that the school has successfully maintained high levels of student engagement by providing students with synchronous one-on-one academic tutoring and ongoing small group instruction. Instructional staff stay in regular contact with students

and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate.

### **Student Confidence Survey:**

- As of February 2023, 94% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Audeo III.

### **Cumulative Attendance/Participation Rate:**

As of April 2023, the school's cumulative attendance rate is 89.9%. This exceeds the 84% attendance target the school set for the 2022-23 school year. Significant student groups, including Hispanic or Latino, White, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2023-24 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law allows the 2022 School Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of the five Status levels (ranging from Very High, High, Medium, Low and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Based upon a thorough analysis of the 2022 School Dashboard, the school will continue to focus resources and develop strategies to improve in the areas identified below:

- According to the 2022 School Dashboard, All Students scored 96.7 points below standard on the **Summative Mathematics Smarter Balanced Assessments**. The CDE did not provide the school with a Performance Level for Mathematics. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive

academic intervention to those students who are at-risk of not meeting grade level standards. Teachers will also receive individualized professional learning from the school's math specialist focused on meeting the unique needs of each student.

- For **English Language Arts**, All Students scored 12.8 points below standard on the Summative ELA Smarter Balanced Assessments in 2022. The CDE did not provide the school with a Performance Level for English Language Arts. Similarly, to Math, the school will consider ELA to be a critical area of focus for the 2023-24 school year. The school will strive to enhance current systems and structures to improve ELA achievement for All Students and significant student groups. The school will analyze formative and summative assessment data throughout the school year to determine areas of weaknesses, particularly claims and targets and provide targeted instruction in those areas.
- The school's **Combined Four-and Five-Year Graduation Rate** for 2022 was 60%. This is considered a Very Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Very Low status on this indicator as well. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grade Rate as a modified method for DASS schools. However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE (see table provided in the Reflections: Successes).
- The 2022 School Dashboard reports that 36.4% of English Learners are made **progress towards English language proficiency** or maintain the highest level, as measured by the Summative ELPAC. This is below the State average and will continue to be a critical area of focus for the 2023-24 school year. The school's comprehensive English Learner Plan is dedicated to supporting the development of EL students' proficiency in English and in the core curriculum.
- While the **College/Career Indicator** (CCI) was not reported in the 2022 California School Dashboard, the school wants to increase the number of graduates who are meeting the Prepared criteria. To improve in this area, counselors will focus on recruiting and advising students on enrolling in CTE Pathways, Early College Credit Programs and Leadership/Military Science coursework. The school will also refine monitoring efforts focused on how each student is progressing towards meeting the CCI Prepared criteria.

Educational partners believe that professional learning is key to continued improvement and success on School Dashboard Indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE).

The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training, and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion (E&I) staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. E&I staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health and behavioral services to students and family members.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data to identify program goals, Metrics, and actions that will ensure all students are meeting rigorous academic standards.

**Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.**

### **Key Actions and Services for All Students:**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

**Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content**

## Standards and are accessible to All Students.

### Key Actions and Services for All Students:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- Multiple high quality and relevant CTE Pathways
- Early College Credit Program

### Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000, BrainPOP ESL and Edgenuity MyPath Individual Learning Plans

## Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

### Key Actions and Services for All Students:

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development for staff: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

### Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

## Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.

**Key Actions and Services for All Students:**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Meal Program at all school sites
- Homeless and Foster Youth Liaison

**Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.**

**Key Actions and Services for All Students:**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Family Resource Night
- Interactive and engaging English Learners Advisory Committee (ELAC)
- ELD Progress Reports, multilingual materials

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.



## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Audeo Charter School III is eligible for Comprehensive Support and Improvement (CSI).

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Beginning with the 2022 School Dashboard, DASS schools received the Combined Four-Year and Five-Year Graduation Rate, and this rate determined Audeo III's eligibility for CSI.

In prior years, the DASS Graduation Rate was used for accountability for DASS schools because they serve highly mobile and credit-deficient students. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California's use of a DASS modified graduation rate and academic indicator on the Dashboard. The ED issued a subsequent decision in August 2022 to decline a waiver request from the SBE of the requirements of the Every Student Succeeds Act (ESSA) to allow for continued use of the DASS graduation rate.

While Audeo III's Combined Four-Year and Five-Year Graduation Rate was 60%% for 2022, the school's DASS One-Year Graduation Rate was 97.1%. Clearly, Audeo III has excelled at the DASS One-Year Graduation Rate. However, Audeo III educational partners believe that the Combined Four-Year and Five-Year Graduation Rate may not be the most appropriate Metric to measure the school's ability to engage high school students, for the following reasons:

- Many students enroll at Audeo III credit deficient and not on-track to graduate within four or five years because of challenges they faced at their previous schools.
- The Combined Four-Year and Five-Year Graduation Rate only includes students who earn a 'regular high school diploma' and excludes High School Equivalency Certificate (e.g., CHSPE, GED, and HiSET).

While the Combined Four-Year and Five-Year Graduation Rate calculation method may be unfavorable to a DASS school, the **Audeo III school community is committed to continuous improvement and performance excellence.**

The school's CSI Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful educational partner feedback was collected throughout multiple collaborative settings: surveys, school events, meetings, conferences, and trainings. Feedback was collected, organized, and analyzed by the school to determine the educational needs of all

students and formulate programs, services, and allocation of resources. Additionally, educational partner involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation.

Educational partners participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Educational partners followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the school's ideal rates of growth. Educational partners analyzed a variety of data and information related to student engagement and achievement, including all Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, educational partners analyzed **Resource Allocation** by category. Educational partners came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the school's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Educational partners believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

The school utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustain program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, educational partners engage in evidence-based decision making and reflection. Educational partners followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and educational partners investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged as impacting the school's graduation rate:

- On average, high school students enroll below grade level in English Language Arts and Mathematics skills/knowledge, as measured by NWEA, and need high-quality instruction and rigorous materials to close potential achievement gaps.
- Students need additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements.
- Students and families, particularly socioeconomically disadvantaged households, need access to Chromebook and/or home internet to have full and equal access to the educational program.

- Students need programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit which are designed to engage and prepare students for post-secondary pathways.
- Counselors play a crucial role is assisting students with their college and career planning, including academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- Students need access to social-emotional learning opportunities and support/resources to remain engaged and achieve in school.

Based upon the Needs Assessment results, the school engaged in a comprehensive selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the school's need to increase Graduation Rate. As a result, the school has integrated specific actions and services into the 2023-24 LCAP which are designed to improve Graduation Rate:

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. These additional support staff will allow teachers to focus on delivering instruction and provide additional support for students who need it the most.
- **Goal 1, Action 4:** Provide a high dosage tutoring program to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.
- **Goal 2, Action 2:** Provide Chromebooks and internet services to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.
- **Goal 2, Action 3:** Provide an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.
- **Goal 2, Action 3:** Counselors will provide guidance, advising, and training to students and family members focused on preparing for college/career pathways.
- **Goal 3, Action 1:** Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.
- **Goal 3, Action 2:** Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved

student groups.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school has added the **Combined Four-Year and Five-Year Graduation Rate Metric into LCAP Goal 1**. The desired outcome is to improve 3% annually on this Metric; or exceed the County DASS schools' average or State DASS schools' average. The school's Data Department staff analyzed results of the 2022 Dashboard and determined that the State DASS school average was 57.3% and San Diego County DASS school average was 55.1%.

For the 2023-24 school year, school leadership will continue to implement, analyze, and enhance the strategies, and supports embedded in the CSI Plan as part of the Continuous Improvement Framework. To monitor and evaluate the effectiveness of the CSI Plan services and support, the school will use multiple assessment tools, data analysis protocols, and will include key educational partners. To ensure continuous improvement, educational partners will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. Educational partners will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for high school students:

### **School Data Department**

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

### **School Curriculum & Professional Learning Department**

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

### **School Leadership**

- Monitor and evaluate effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data.

### **Instructional Leaders**

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.
- Conduct ongoing teaching observations, September 2023 to April 2024, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

### **School Counselors**

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS.
- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

### **Teachers**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional, and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees, and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents, and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2023-24 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of Metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

## **School Leadership Team**

Date: August 1-5, 2022

Involvement Method: Annual Strategic Planning

## **Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: August 19, 2022; August 24, 2022

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

## **Board of Directors and Community**

Date: August 31, 2022

Involvement Method: Board Meeting

## **Parents and Family Members**

Dates: July 27, 2022; August 10, 2022; September 14, 2022; September 28, 2022; November 2, 2022; December 14, 2022; January 25, 2023; February 15, 2023; March 1, 2023; April 12, 2023

Involvement Method: Family Learning Series

## **Board of Directors and Community**

Date: September 6, 2022

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: October 3-28, 2022

Involvement Method: School Open House Events

**All Staff**

Date: October 7, 2022

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: October 27, 2022

Involvement Method: English Learners Advisory Committee

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: October 28, 2022

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: September 23, 2022

Involvement Method: Special Education Compliance Clinic

**Students, Parents, Teachers and Staff**

Date: November 9, 2022

Involvement Method: School Site Council Meeting

**Board of Directors and Community**

Date: December 7, 2022

Involvement Method: Board Meeting

**All Staff**

Date: January 20, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: January 27, 2023

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: February 10, 2023

Involvement Method: Special Education Compliance Clinic

**School Leadership Team**

Date: February 22-23, 2023

Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**

Date: March 1, 2023

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: March 1-24

Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**

Date: March 17, 2023

Involvement Method: Instructional Meeting

**All Staff**

Date: April 7, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: April 18, 2023

Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**

Date: May 8, 2023

Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**



Date: May 19, 2023

Involvement Method: Instructional Meeting

### **Board of Directors and Community**

Date: June 22, 2023

Involvement: Regular Board Meeting

The school's 2023-24 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

### A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2023-24 LCAP.

#### **Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support, and planning related to post-high school pathways: community college, university, military, and career.
- Ongoing opportunities to participate in field trips that are relevant to their interests and post-high school plans.
- Variety of Meal Program options in the resource center.
- Recognition for academic achievements and accomplishments.

- Assignments and projects that include relevant current events.

**Parents, Family Members and Advisory Committees:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Additional support and training related to planning for college and financial aid information.
- Ongoing opportunities for students to practice peer-to-peer collaboration on assignments and projects.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers, and meet with support staff.
- Ongoing communication from instructional staff regarding their child's academic progress, engagement, and important school events.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Information and support accessing community-based partners.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Advisory Committees:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Utilization of Zoom translation features for ELAC meetings.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources, and tools for parents to support learning at home.
- Information related to their child's English language development throughout the school year, including test scores, academic grades, credit completion.

- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Provide mental health counseling sessions to students to address problems or issues.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Continue to provide student laptops and charging carts in resource centers.
- Enhanced communication system that school leadership can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling, and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.

- Specialized literacy program/materials to support Students with Disabilities who are identified as struggling readers by the IEP Team.
- Student engagement and achievement data, which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Outreach and recruitment focused on enrolling more SWDs in Early College Credit Programs and Career CTE Pathways.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Engaging annual school events, including Family Night, College and Career Week, and Senior Night that provide educational partners with high-quality content and opportunities to ask clarifying questions related to the educational program.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- Ongoing refinement of the MTSS to ensure that it is adequately responding to the unique needs of all students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.

- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2023-24 school year. These five goals address the instructional approach, curriculum, professional development system, school climate and family engagement. Each LCAP Goal, along with their corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2023-24 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from **students**, the school has added the following Actions to the 2023-24 LCAP:

- The school will continue to focus on recruiting and hiring qualified instructional support staff, including CTRs, RCAs, and LAs, to provide additional academic tutoring opportunities in-person and online.
- Recruit additional students to participate in AVID Program, which is designed to create a 'college going mindset' but also provide ongoing peer-to-peer interaction and collaboration.
- School instructional leaders will collaborate with teachers to plan ongoing field trips throughout the school year. Students continue to express in surveys that they want field trips that match their interests and post-secondary plans.
- The school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways.
- Increased access to counselors and college information/planning sessions.
- Full implementation of AVID Program to provide additional Social and Emotional Learning opportunities.

After examining feedback from **parents of English Learners**, the school will initiate the following 2023-24 LCAP Actions:

- Provide families of English Learners with ELD progress reports, aligned to the CA EL Roadmap.
- Full utilization of Zoom translation features to engage non-English speaking families.
- Additional tutoring opportunities for English Learner students focused on building Language skills and effective study habits.

Information collected from **parents and family members**, led the school to develop the following LCAP Actions for 2023-24:

- More information and support related to college and career planning.
- Additional opportunities for students to interact peer-to-peer in the school setting.
- Access to community-based partnerships that focus on health and wellness, particularly physical fitness and mental wellbeing.

- Engaging school events, including a Family Resource Night to increase parent involvement and awareness of educational programs and services designed to improve student academic achievement.

After evaluating feedback from **teachers and staff**, the school will initiate the following 2023-24 LCAP Actions:

- Targeted recruitment for instructional support staff to support that can provide high-quality academic tutoring in the core subjects.
- Expand Early College Credit opportunities to all students.
- Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- Mental Health & Wellness Hub to quickly access information for students and families.
- Develop a mental health student referral process that is streamlined and user-friendly.
- Research potential futuristic teaching and learning methods, including Virtual Reality platforms.

By analyzing feedback from **special education staff**, the school has designed the following 2023-24 LCAP Actions:

- Additional college and career planning support for Students with Disabilities (SWDs) focused on successful post-secondary transitions.
- Integrate a specialized literacy program into the school's MTSS, Ascend SMARTER Intervention, as a targeted academic intervention for SWDs.
- Recruit SWDs to participate in AVID and Character and Leadership Development Programs to support their social-emotional learning needs.

Based upon feedback from **administrators**, the school will implement the following 2023-24 LCAP Actions:

- Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- Create and implement an individualized Gifted and Talented Education (GATE) Plan for all identified students.
- Full implementation of AVID Program to build strong foundational skills, facilitate peer-to-peer collaboration, and create a college going mindset for students.
- Improve reporting Language development progress with families of English Learners, focused on ELPAC results, credit completion, local assessment data, and teacher observations.
- Utilize a 5D+ Rubric during teaching observations to elevate teaching pedagogy.
- Embedded Zoom training and support for staff in the Altus University Calendar.
- Improved alignment of English Learner Training with the CA EL Roadmap.
- Additional training focused on meeting the unique needs of newcome, immigrant, and refugee students who may be new to the community or school system.

- Ongoing training for staff focused on contemporary issues facing youth, but with emphasis on building school practices of equity and inclusion.
- Facility ticketing and monitoring system to ensure resource centers remain in good repair status.
- Facility card access control system to manage guest entry as a school safety precaution.
- Evaluate the California Healthy Kids Survey results to determine future school planning as it relates to MTSS.
- Develop a LCAP Infographic to summarize Goals, Actions, Expenditures for educational partners and community members.

# Goals and Actions

## Goal

Goal #	Description
<b>Goal 1</b>	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

An explanation of why the LEA has developed this goal.

Audeo III is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo III credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo III is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24								
<b>Basic</b> Teachers are appropriately assigned and fully credentialed	<table border="1"> <tr> <td><b>2020-21 Source: Local Reporting</b></td> </tr> <tr> <td>100% of teachers</td> </tr> </table>	<b>2020-21 Source: Local Reporting</b>	100% of teachers	<table border="1"> <tr> <td><b>2021-22: Results</b></td> </tr> <tr> <td>100% of teachers as of April 2022</td> </tr> </table>	<b>2021-22: Results</b>	100% of teachers as of April 2022	<table border="1"> <tr> <td>100% of teachers as of October 2022</td> </tr> <tr> <td><b>Data Source:</b> Locally Reported</td> </tr> </table>	100% of teachers as of October 2022	<b>Data Source:</b> Locally Reported		<table border="1"> <tr> <td><b>Desired Outcome for 2023-24</b></td> </tr> <tr> <td>At least 90% of teachers are fully credentialed and appropriately assigned</td> </tr> </table>	<b>Desired Outcome for 2023-24</b>	At least 90% of teachers are fully credentialed and appropriately assigned
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<b>Pupil Engagement</b> <u>Chronic Absenteeism:</u> Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average	<b>2020-21 Source: DataQuest</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>
	Schoolwide   6.7%	Schoolwide   9.4%	Schoolwide   3.2%		Schoolwide   <10%
	Hispanic   12.5%	Hispanic   8.7%	Hispanic   3.7%		Hispanic   <10%
	White   *	White   *	White   *		White   *
	African American   *	African American   *	African American   *		African American   *
	2+ Races   *	2+ Races   *	2+ Races   *		2+ Races   *
	EL   *	EL   *	EL   *		EL   *
	SED   8.3%	SED   14.3%	SED   4.5%		SED   <10%
	SWD   *	SWD   *	SWD   *		SWD   *
		<b>Data Source:</b> CA School Dashboard  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> Locally Reported  * Less than 11 students – data not displayed for privacy		
	<b>2021-22 Results</b>	<b>2022-23 Results</b>			
	State DASS Average   55.9%	State DASS Average   Not available			
	San Diego County DASS Average   27.2%	San Diego County DASS Average   Not available			
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	Schoolwide	3.45%	Schoolwide	17.15%	Schoolwide	Not available
	Hispanic	5.88%	Hispanic	5%	Hispanic	Not available
	White	*	White	*	White	Not available
	African American	*	African American	*	White	Not available
	2+ Races	*	2+ Races	*	African American	Not available
	EL	*	EL	*	2+ Races	Not available
	SED	5.88%	SED	9.09%	EL	Not available
	SWD	*	SWD	*	SED	Not available
					SWD	Not available
		<b>Data Source:</b> DataQuest CAASPP Results		<b>Data Source:</b> DataQuest CAASPP Results		
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				Schoolwide	>3.45%	
				Hispanic	>5.88%	
				White	*	
				African American	*	
				2+ Races	*	
				EL	*	
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<b>Other Pupil Outcomes</b> <u>Student Confidence Survey:</u> More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment	<b>2020-21 Source: Local Reporting</b> <table border="1"> <tr> <td>Schoolwide</td> <td>89% as of March 2021</td> </tr> </table>	Schoolwide	89% as of March 2021	<table border="1"> <tr> <th colspan="2">2021-22: Results</th> </tr> <tr> <td>Schoolwide</td> <td>94%</td> </tr> </table> <b>Note:</b> Results as of April 2022	2021-22: Results		Schoolwide	94%	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Schoolwide</td> <td>94%</td> </tr> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Results as of April 2023	2021-22 Results		Schoolwide	94%		<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td>Schoolwide</td> <td>&gt;90%</td> </tr> </table>	Desired Outcome for 2023-24		Schoolwide	>90%
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	<p>a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.</p> <p>b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.</p> <p>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.</p>	\$2,112	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate and Support English Language Proficiency for English Learners	<p>a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.</p> <p>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.</p> <p>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.</p> <p>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.</p> <p>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.</p> <p>f) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.</p> <p>g) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.</p>	\$68,428	Yes

Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> <li>a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.</li> <li>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.</li> <li>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.</li> <li>d) Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.</li> <li>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.</li> <li>f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.</li> <li>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.</li> <li>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-</li> </ul>	\$345,456	No
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Action #	Title	Description	Total Funds	Contributing
		<p>solving scenarios.</p> <p>i) Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.</p> <p>j) The School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.</p> <p>k) School staff will provide ongoing field trips that focus on student career and college pathways interest.</p> <p>l) Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.</p>		



Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<p>a) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.</p> <p>b) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.</p> <p>c) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.</p> <p>d) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.</p> <p>e) Equity and Inclusion (E&amp;I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.</p> <p>f) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.</p>	\$297,396	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.</p> <p>d) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.</p>	\$442,938	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&amp;I and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$7,744	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.</p> <p>d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.</p> <p>e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.</p>	\$94,545	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is focused on increasing student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven Actions included in Goal 1. Upon a careful review of each Action, it is evident that there are no substantive differences to report. An Action summary is provided below:

- **Action 1:** Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments and Illuminate Assessments to inform teaching and learning systems.
- **Action 2:** Implemented the school's English Language Development (ELD) Plan to all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff utilized key platforms, including School Pathways and Naviance to monitor student progress towards meeting individual academic goals and plan for postsecondary pathways. Counselors remained actively involved in the school's MTSS to support the unique needs of students and advise students and parents on viable graduation pathways. Teachers provided live academic instruction focused on increasing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities geared primarily for unduplicated pupils. This included instructional support staff, and an ongoing partnership with a non-profit tutoring organization. Counselors, E&I staff, Homeless and Foster Youth Liaison provided support and coordinated services and support to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services to qualifying students as outlined in their IEP.
- **Action 6:** Staff conducted systematic monitoring of student engagement and achievement by utilizing key Data Integration System platforms, including Naviance, NWEA, Illuminate and Achieve3000. Local monitoring tools and instruments were successfully published and updated to allow staff to conduct timely monitoring of key performance indicators.
- **Action 7:** Ellevation was successfully utilized throughout the year for English Learner monitoring and instructional planning. Data and Assessment Department staff provided ongoing and timely Monthly Storybooks that summarize unduplicated pupils' progress and achievement on key indicators to inform staffs' decision-making related to existing programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$269,412

Estimated Actual Expenditures: \$239,399

Material Difference: Decrease \$30,013

Explanation: Audeo III's Preliminary Budget included budgeted positions for Certificated Teacher Resources (CTR) to assist general education Teachers with instructional program and to support students with tutoring sessions. Due to a shortage in the workforce, the budgeted CTR positions were not filled.

**Action 5**

Budgeted Expenditures: \$288,569

Estimated Actual Expenditures: \$448,009

Material Difference: Increase \$159,442

Explanation: Audeo III increased its Education Specialist FTE to ensure that all students with disabilities are sufficiently accommodated and served with necessary instructional needs. Audeo III also experienced high special education related expenditures such as, counseling/mental services, speech/therapy services and psychological services. The change in special education related services and staffing need increased Goal 1, Action 5 by \$159,442.

**Action 6**

Budgeted Expenditures: \$6,827

Estimated Actual Expenditures: \$8,840

Material Difference: Increase \$2,013

Explanation: Increased staff allocation to align with Goal 1, Action 6 due to additional need for Data and Assessment staff to collect, analyze, and disseminate key performance measures.

**Action 7**

Budgeted Expenditures: \$120,588

Estimated Actual Expenditures: \$133,791

Material Difference: Increase \$13,203

Explanation: Goal 1, Action 7 increased by \$13,203 due to additional FTE staff allocated hours/time spent on assessing and analyzing data for monthly storybook to summarize English Learners, Low Income Students, and Foster Youth performance to increase support of students.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is confident that Goal 1 Actions are contributing to successful student outcomes appropriate for a school identified as DASS. The school was able to meet, or on track to meet, desired outcomes for the 2022-23 Metrics outlined below:

- Teachers Appropriately Assigned and Credentialed: 100% of teachers
- Projected Chronic Absenteeism Rate: 3.2%
- NWEA Reading Growth: 67%
- NWEA Language Growth: 78%
- NWEA Math Growth: 72%
- Student Attendance Rate: 89.9%
- Middle School Dropout Rate: 1.07%
- High School Dropout Rate: 2.1%
- Student Confidence Survey: 94%

While the 2022-23 DASS One-Year Graduation Rate is unavailable at this time, staff are optimistic that it will continue to exceed 90%. Additionally, the 2022-23 SBA Math and ELA results are unavailable, but staff are satisfied with the 2021-22 results and are optimistic that the school will be able to demonstrate annual continuous improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022 School Dashboard, the CDE published the Combined Four- and Five-Year Graduation Rate as the High School Engagement Indicator, rather than the DASS One-Year Graduation Rate. Therefore, the Combined Four- and Five-Year Graduation Rate has been added as a Goal 1 metric.

Based upon educational partner feedback, the school has adjusted the Metric focused on Teachers Appropriately Assigned and Credentialed to have an annual target of 90%.

As a school identified as DASS, educational partners wanted to add comparison outcomes to the following Metrics: Graduation Rate, Chronic Absenteeism, SBA Math, and SBA ELA. Each of these Metrics will include County DASS school averages and State DASS school averages.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2023-24:

- **Action 2f and Action 2g:** These Actions were realigned from Goal 3 (Professional Learning) to Goal 1 (Teaching and Learning).

- **Action 3a:** The school's Human Resources staff will recruit additional part-time instructional staff, including Resource Center Associates (RCAs) and Learning Associates (LAs) to support the educational program.
- **Action 4a:** RCAs and LAs are included in this action to provide additional and targeted academic tutoring to unduplicated pupils.
- **Action 4c:** The school will provide a fully implemented and robust AVID program to increase student engagement and achievement for historically underserved student groups.
- **Action 5d:** Special Education staff will implement Ascend SMARTER Intervention to support the academic needs of students with disabilities to improve literacy.
- **Action 7c:** School leadership will develop a semester ELD progress report that teachers can share with families of English Learner students to summarize language progress.
- **Action 7d:** Teachers will prepare a semester ELD progress report for each EL student and share with families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
<b>Goal 2</b>	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

Audeo III is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Basic</b>  Availability of standards aligned instructional materials to every student	<b>2020-21 Source: Local Reporting</b>  100% of students	<b>2021-22: Results</b>  100% of students	<b>2022-23 Results</b>  100% of students  <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b>  100% of students
<b>Course Access</b>  Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	<b>2020-21 Source: Local Reporting</b>  All students had access and were enrolled in a broad course of study	<b>2021-22: Results</b>  All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year	<b>2022-23 Results</b>  All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year  <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b>  Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																								
<p><b>Course Access</b></p> <p>Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills</p>	<table border="1"> <thead> <tr> <th colspan="2">2020-21 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2020-21 Results		100% of pupils with exceptional needs		<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2021-22: Results		100% of pupils with exceptional needs		<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		100% of pupils with exceptional needs			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		100% of pupils with exceptional needs									
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<p><b>Course Access</b></p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<table border="1"> <thead> <tr> <th colspan="2">2020-21 Source: Local Reporting</th> </tr> </thead> <tbody> <tr> <td colspan="2">4 students participating in the Early College Credit Program as of April 2021</td> </tr> </tbody> </table>	2020-21 Source: Local Reporting		4 students participating in the Early College Credit Program as of April 2021		<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Dual Enrollment</td> <td>2</td> </tr> <tr> <td>Articulated Credit</td> <td>2</td> </tr> <tr> <td>Total early college credit</td> <td>4</td> </tr> </tbody> </table> <p>Note: Results as of April 2022</p>	2021-22: Results		Dual Enrollment	2	Articulated Credit	2	Total early college credit	4	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Dual Enrollment</td> <td>Not available</td> </tr> <tr> <td>Articulated Credit</td> <td>Not available</td> </tr> <tr> <td>Total early college credit</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Early College Credit results will be available in Fall 2023</p>	2022-23 Results		Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of students completing college credit courses</td> <td>&gt;4 students</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of students completing college credit courses	>4 students
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<p><b>Course Access</b></p> <p>Increase annual student participation in <u>Advanced Placement (AP) Courses</u></p>	<table border="1"> <thead> <tr> <th colspan="2">2020-21 Source: Local Reporting</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned as of April 2021</td> <td>3 courses</td> </tr> </tbody> </table>	2020-21 Source: Local Reporting		Number of AP Courses Assigned as of April 2021	3 courses	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>5 courses</td> </tr> </tbody> </table> <p>Note: Results as of April 2022</p>	2021-22: Results		Number of AP Courses Assigned	5 courses	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>12 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of February 2023</p>	2022-23 Results		Number of AP Courses Assigned	12 courses		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>&gt;3 courses</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of AP Courses Assigned	>3 courses								
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<b>Course Access</b> Maintain High-Quality and relevant established <u>CTE Career Pathways</u>	<b>2020-21 Source: Local Reporting</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care	<b>2021-22: Results</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management <b>Note:</b> CTE Career Pathways available as of April 2022	<b>2022-23 Results</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management <b>Data Source:</b> Locally Reported <b>Note:</b> CTE Career Pathways		<b>Desired Outcome for 2023-24</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management								
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<p><b>Implementation of State Standards</b></p> <p>100% of ELA and Social Science Courses will be aligned to ELD Standards</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>ELA &amp; Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </table>	ELA & Social Science Courses Aligned to ELD Standards	100%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>ELA &amp; Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </table>	ELA & Social Science Courses Aligned to ELD Standards	100%	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>ELA &amp; Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </table> <p><b>Data Source:</b> Locally Reported</p>	ELA & Social Science Courses Aligned to ELD Standards	100%		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>ELA &amp; Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </table>	ELA & Social Science Courses Aligned to ELD Standards	100%
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<b>Other Pupil Outcomes</b>  Maintain a compliant and accessible Work Experience Education (WEE) Program	<b>2020-21 Source: Local Reporting</b>  Met compliance requirements set forth by the California Department of Education	<b>2021-22: Results</b>  WEE Program remains compliant and available to all students for the 2021-22 school year	<b>2022-23 Results</b>  WEE Program remains compliant and available to all students for the 2022-23 school year  <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b>  Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).  b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.  c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.  d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).  e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	\$74,486	No

Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> <li>a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.</li> <li>b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.</li> <li>c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.</li> <li>d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.</li> <li>e) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.</li> <li>f) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).</li> <li>g) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to</li> </ul>	\$214,684	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>improve opportunities and readiness for college/career.</p> <p>h) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.</p>		



Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.</li> <li>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.</li> <li>c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.</li> <li>d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.</li> <li>e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.</li> <li>f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.</li> <li>g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.</li> <li>h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.</li> <li>i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.</li> </ul>	\$124,500	No
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Action #	Title	Description	Total Funds	Contributing
		<p>j) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.</p> <p>k) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May 2024 Instructional Meetings to calculate College/Career readiness rate projections.</p> <p>l) Assist students and parents with applying for financial aid for college and career programs – the school's Financial Aid Resource Webpage.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is focused on providing a broad, rigorous, and accessible course of study to all students that prepares them for college and career pathways. There are three Actions included in Goal 2. After reviewing each Action, the school has concluded that there are no substantive differences to report for Goal 2. An Action summary is provided below:

- Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC was able to update and align the school's online curriculum (Edgenuity) to the Smarter Balanced ELA and Mathematics Assessments Blueprint. APAC also adjusted online, and textbook curriculum based upon user feedback, including teachers and students. There was a commitment to refine curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advance curriculum offerings and offered AP Exams at school sites.
- Action 2:** The school was able to successfully provide all students in need of home technology with a school issued Chromebook, along with internet connectivity. In addition, the school's ELD program is fully implemented and sustained. Historically underserved student groups continue to have access to a rigorous course of study, including Honors and AP, and specialized instructional materials and

coursework to rapidly build foundational skills, literacy and quickly recover failing credits needed for grade level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college/career aspects: Meeting the College Career Indicator (CCI) Prepared Criteria, Applying for Financial Aid, Early College Credit, CTE, Early Assessment Program (EAP), AP Exams registration, and Work Experience Education. The school provided a College and Career Week that included guest speakers from a variety of career fields and colleges to increase awareness of requirements, timelines, and processes. There were eight fully developed Career CTE Pathways available to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### **Action 3**

Budgeted Expenditures: \$173,037

Estimated Actual Expenditures: \$139,779

Material Difference: Decrease \$33,258

Explanation: When the Preliminary Budget was developed, the school estimated to receive additional funding related to career education pathways for Goal 2, Action 3; while the school did not receive this projected funding, staff adjusted the instructional/curriculum approach to continue offering career preparation and pathways to all students.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's Goal 2 Actions provided all students with a rigorous and well-rounded course of study that ultimately prepares them for future college and career pathways. The school was able to meet desired outcomes for the 2022-23 Metrics below:

- Availability of standards aligned instructional materials to all students: 100%
- Provide all students with access to a broad course of study: 100%
- Design and implement programs and services to pupils with exceptional needs that promote succession transitions: 100%
- CTE Career Pathways: Eight
- Core courses aligned to CCSS: 100%

- Science courses aligned to NGSS: 100%
- ELA and Social Science courses aligned to ELD Standards: 100%
- Core courses are UC a-g approved: 100%
- CTE courses aligned to CTE Model Curriculum Standards: 100%
- Compliant and accessible Work Experience Education Program: Met

The data for many of the 2022-23 College/Career Readiness Metrics are not available at this time; the school projects that these outcomes will be available in Fall 2023.

As mentioned in other LCAP sections, educational partners want to focus on increasing the percentage of graduates who meet the College/Career Indicator Prepared Criteria. Therefore, the school has added additional Goal 2 Actions designed to increase student participation in CTE, planning for college, and accessing Early College Credit opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The description of Goal 2 and Metrics will remain the same for SY 2023-24. Based upon educational partner reflections, the school has planned the following Action adjustments for the 2023-24 SY:

- **Action 3b:** The school will develop three additional CTE Career Pathway to meet the interest/needs of students and teachers, Animal Science, Retail Sales and Marketing, and Teacher Education.
- **Action 3d:** The school will expand Early College Credit opportunities to all students by partnering with colleges for Dual Enrollment and Articulation Agreements. School staff want all students to experience the benefits of Early College Credit, which include creating equitable access to higher education, preparing for postsecondary pathways, improving GPA, and graduation rates.
- **Action 3i:** To provide students and families with additional support related to applying financial aid for college and career programs, the school has developed a resource page. The school's resource page includes information related to FAFSA and the California Dream Act and how to request additional support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Implementation of State Standards</b>  90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Results</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 100% of teachers as of April 2023  Data Source: Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of teachers

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers</p>	<p><b>2021-22: Results</b></p> <p>100% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>
<p><b>Implementation of State Standards</b></p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>10 ELAD trainings as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>10 ELAD trainings as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>11 ELAD trainings</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual ELAD trainings</p>
<p><b>Implementation of State Standards</b></p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>75% of teachers completed LEC</p>	<p><b>2021-22: Results</b></p> <p>75% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>98% of staff as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>98% of staff as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of staff as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>
<p><b>School Climate</b></p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo III</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>95% of students as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>100% of students as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of students</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of students</p>
<p><b>School Climate</b></p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo III</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of parents and family members as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>100% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of parents and family</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions



Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.</li> <li>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.</li> <li>c) School Coordinator will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.</li> <li>d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).</li> <li>e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.</li> <li>f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.</li> <li>g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.</li> <li>h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.</li> </ul>	\$15,291	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="665 228 1692 370">i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.</li> <li data-bbox="665 412 1692 480">j) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.</li> <li data-bbox="665 522 1692 664">k) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.</li> <li data-bbox="665 706 1692 808">l) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.</li> <li data-bbox="665 850 1692 953">m) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.</li> </ul>		

Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.</li> <li>b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.</li> <li>c) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.</li> <li>d) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.</li> <li>e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.</li> <li>f) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.</li> <li>g) AU professional development training for staff focused on Equity &amp; Inclusion and how to cultivate reflective and positive discussion with students.</li> </ul>	\$6,395	Yes
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>h) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.</li> <li>i) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.</li> <li>j) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</li> <li>k) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.</li> <li>l) Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.</li> </ul>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is focused on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and family members. There are two Actions included in Goal 3. The school conducted a thorough review of each Action and determined that all but one strategy was implemented. For Action 2f, the school was unable to provide staff with training related to Writing Redesigned for Innovative Teaching Equity (WRITE). WRITE is a specialized literacy training provided by San Diego County Office of Education (SDCOE). WRITE training has been rescheduled to the 2023-24 school year. A Goal 3 Action summary is provided below:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners prior to the start of the school year. The school provided training related to effective implementation of the State Standards to instructional staff throughout the school year. There was special emphasis on Mathematics and ELA since both content domains are critical areas of need. In addition, school staff participated in a wide variety of trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.
- **Action 2:** The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementation of English Language Development (ELD). The Math Specialist provided instructional staff with support and training focused on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and trainings offered to staff included, Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### **Action 2**

Budgeted Expenditures: \$6,761

Estimated Actual Expenditures: \$7,563

Material Difference: Increase \$802

Explanation: Goal 3, Action 2 increased by \$802 due to the increased FTE staff allocated time spent in providing teachers, education specialists and CTRs professional development focused on supporting English Learners.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Actions have significantly increased high quality teaching and learning at the school for all students, and unduplicated pupils. **All Goal 3 Metrics were met** for the 2022-23 school year, as summarized below:

- 100% of teachers participated in at least 60 hours of annual professional learning.
- 100% of teachers participated in at least 10 hours of annual Math professional learning.
- The school provided 11 English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- 100% of teachers have completed Leading Edge Certification within three years of their initial employment.

- 100% of staff report high levels of training relevance at Altus University sessions.
- 100% of students report high levels of satisfaction with their educational experience.
- 100% of parents and family members report high levels of satisfaction with their child's overall educational experience.

It is evident that the school's Professional Learning System is meeting the unique needs and requirements of educational partners. While school administration is satisfied with Goal 3 Metric results, there is consensus that instructional staff need ongoing and sustained training and coaching related to math and ELA achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 3 description and Metrics will remain the same for 2023-24. Based upon reflections, the school will initiate some additional Actions to ensure staff can support the needs of the Whole Child, including EL students, and increase student, parent, and family member engagement. A summary of these new Actions is provided below:

- **Action 1c:** Instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations with instructional staff throughout the school year. The 5D+ Rubric Instructional Growth and Teacher Evaluation will be utilized during these teaching observations.
- **Action 1m:** In prior years, the school's primary virtual platform was Microsoft Teams. For 2023-24, school employees have professional Zoom accounts to increase student and parent engagement opportunities. School staff will receive training on how to use Zoom effectively and efficiently.
- **Action 2a:** Better align ELD training to the California EL Roadmap.
- **Action 2c:** Provide specialized training to employees focused on supporting the unique needs of students and parents who are new to the country.
- **Action 2i:** Partner with local organizations, including SAY San Diego to provide specialized training on contemporary issues/challenges facing youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free, and professional.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24								
<b>School Climate</b> Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> CA School Dashboard	Suspension Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> CA School Dashboard  <b>Note:</b> Student Suspensions Results as of May 2023	Suspension Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>&lt;1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%												
Suspension Rate	0%												
Suspension Rate	0%												
Suspension Rate	<1.5%												
<b>School Climate</b> Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <b>Note:</b> Results as of April 2022	Expulsion Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Student Expulsion Results as of May 2023	Expulsion Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>&lt;1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%												
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Expulsion Rate	<1%												



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>School Climate</b> More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> 95% of students as of April 2021	<b>2021-22: Results</b> 98% of students as of April 2022	<b>2022-23 Results</b> 98% of students <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of students
<b>School Climate</b> More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> 100% of parents and family members as of April 2021	<b>2021-22: Results</b> 100% of parents and family members as of April 2022	<b>2022-23 Results</b> 100% of parents and family <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of parents and family members
<b>School Climate</b> Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<b>2020-21 Source: Local Reporting</b> School Safety Plan met compliance requirements set forth by local, county and state agencies	<b>2021-22: Results</b> School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year	<b>2022-23 Results</b> School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> <li>a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.</li> <li>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.</li> <li>c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.</li> <li>d) Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.</li> <li>e) Installation of Brivo card access controls at all resource centers and office</li> <li>f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.</li> <li>g) Provide nursing services to support the overall health and social-emotional well-being.</li> <li>h) Provide a Mental Health &amp; Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.</li> <li>i) Provide students and parents with opportunities for input into safety planning.</li> </ul>	\$34,951	No
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Action #	Title	Description	Total Funds	Contributing
		j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.		
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health, and wellness services.</p> <p>f) Meal and Nutrition Program to promote student health and well-being.</p>	\$19,187	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<p>a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.</p> <p>b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.</p> <p>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.</p> <p>d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.</p> <p>e) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.</p> <p>f) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p> <p>g) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.</p>	\$45,855	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 is focused on providing a safe environment and supportive school culture to all educational partners. All three Actions were fully implemented and sustained for the 2022-23 school year. A Goal 4 Action summary is provided below:

- **Action 1:** The Executive School Safety Committee met regularly to discuss potential safety issues and ensure successful implementation of the School Safety Plan. The school provided multiple opportunities for educational partners to provide input regarding safety procedures and training needs. School Safety Ambassadors attended training and facilitated discussions related to safety topics, including ALICE (Violent Critical Incidents) in ongoing Resource Center Meetings with colleagues. School nurses supported the physical health of the school community. Lastly, Operations and Facilities staff ensured the school sites' systems and structures were adequately prepared for emergency scenarios.
- **Action 2:** The school's Healthy Youth Therapist and Department were able to provide counseling services, referrals, and case management to meet the needs of all students. The school actively recruited students to participate in the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website to include information related to health/wellness, and provided a Meal Program available to all students at resource centers.
- **Action 3:** These actions were targeted to meet the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification, case management services, collaborated with community partners, and training to staff. Specialized school staff provided live social-emotional learning opportunities (RISE) for students as part of the school's MTSS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$64,940

Estimated Actual Expenditures: \$32,675

Material Difference: Decrease \$32,265

Explanation: When the Preliminary Budget was developed, Audeo III budgeted for additional FTE staff allocated to support students' health and emotional well-being. Due to the shortage in the workforce, the budgeted position was not filled.

An explanation of how effective the specific actions were in making progress toward the goal.

Educational partners are satisfied with Goal 4 Actions and their contributions to providing a safe environment and supportive school culture conducive for teaching and learning. As a result of Goal 4 Actions, the school was able to **meet all 2022-23 Metrics**:

- As of May 2023, there have been no student suspensions and/or expulsions.
- 98% of students who completed surveys report high levels of school safety satisfaction.
- 100% of parents and/or family members who completed surveys report high levels of school safety satisfaction.
- The school's Safety Plan continues to meet the needs of the school community and remains compliant.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 4 description and Metrics will remain the same for 2023-24. Based upon feedback and reflections, the school will initiate some additional Goal 4 Actions:

- **Action 1d:** Utilize ZenDesk platform to support facility ticketing/monitoring.
- **Action 1e:** Install and provide maintenance services to Bravo card access controls at all resource centers and offices as a school safety precaution.
- **Action 1f:** Administer the CHKS to determine the current state of student health and wellness. Information gleaned from the survey will inform decision making related to school programs and services.
- **Action 1h:** Create a Mental Health & Wellness Hub available to all educational partners focused on meeting their diverse physical, social-emotional, and mental health needs.
- **Action 1j:** Provide specialized professional learning to staff focused on first aid, child abuse prevention, and maintaining a safe/professional work environment.
- **Action 3e:** Full implementation of AVID focused on building student academic skills, planning for college, and supporting social-emotional learning.
- **Action 3f:** Integrate key homeless and foster youth resources and services into the school's mental health and wellness hub.



- **Action 3g:** E&I staff available to the school community to assist in community referrals, training, case management, and assisting school leaders with responding to student health emergencies.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 5	Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Basic</b> 100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	2020-21 Source: Local Reporting 100% of school facilities	2021-22: Projected 100% of school facilities as of April 2022	2022-23 Results 100% of school facilities Data Source: Locally Reported		Desired Outcome for 2023-24 100% of school facilities

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> </ul>	<p><b>2021-22: Projected</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> <li>• Pathways Portfolio Panels</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2021-22: Projected</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> <li>• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP</li> <li>• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p><b>Parental Involvement</b></p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>26 community-based partnerships</p>	<p><b>2021-22: Projected</b></p> <p>24 community-based partnerships as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>24 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p><b>2021-22: Projected</b></p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>Ten Family Learning Series were provided</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p><b>Parental Involvement</b></p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of parents and family members as of April 2021</p>	<p><b>2021-22: Projected</b></p> <p>100% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of parents and family members</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> <li>a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.</li> <li>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.</li> <li>c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.</li> <li>d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.</li> <li>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.</li> <li>f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.</li> <li>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.</li> <li>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.</li> <li>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,</li> </ul>	\$221,875	No
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Action #	Title	Description	Total Funds	Contributing
		<p>and communication.</p> <p>j) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>k) Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.</p> <p>l) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.</p> <p>m) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.</p>		



Action #	Title	Description	Total Funds	Contributing
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.</li> <li>b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.</li> <li>c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.</li> <li>d) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.</li> <li>e) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</li> <li>f) Provide translated materials and resources for parents and family members of English Learners.</li> <li>g) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</li> <li>h) Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.</li> <li>i) Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.</li> <li>j) Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.</li> </ul>	\$5,958	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is designed to provide community-based resource centers that are innovative in design and capable of engaging students, parents, and family members. While Audeo III's instructional model is non-classroom based, school leadership wants to provide a physical school environment that students can attend throughout the school week to interact with peers, participate in live instruction, access school equipment, and meet with school staff. There are two Actions included in Goal 5. Upon reviewing each Action, school staff have determined that there are no substantive differences to report. Key Actions are summarized below:

- **Action 1:** The school provided multiple opportunities for students, parents, and family members to interact with staff and learn about important programs and services. These school events included Open House, Senior Night Events, and Family Learning Series. At school events, staff teach students and parents how to use communication and academic tools, including School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, School Website and Naviance.
- **Action 2:** These are targeted Actions for English Learners, Low-Income, and Foster Youth. Key actions included providing bus passes to Foster Youth, facilitating engaging English Learner Advisory Committee (ELAC) meetings to increase involvement of parents of English Learners, bilingual staff who can provide translation services, and translated materials/resources for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community is satisfied with how Goal 5 Actions were able to increase engagement and innovation at Audeo III. **All Goal 5 Metrics were met** for the 2022-23 school year:

- 100% of school facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.

- The school maintained formal partnerships with community-based organizations to support the needs of the ‘Whole Child’.
- There were ten Family Learning Series offered to parents and family members.
- 100% of parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 5 Description and Metrics will remain the same for 2023-24. However, based upon data analysis and reflection the school have designed additional Actions:

- **Action 1j:** DocuSign, Zoom, and Adobe programs to improve work efficiency for staff and enhance communication with the school community.
- **Action 1k:** Research focused on utilization of Virtual Reality platform and technologies for teaching and learning.
- **Action 1i:** Refine systems to administer the CHKS to students.
- **Action 1m:** Increase community awareness of the school’s unique ability to help struggling students reengage in school, academically succeed, and prepare for post-secondary pathways.
- **Action 2a:** Conduct outreach and recruitment to involve more families in the annual Family Resource Night.
- **Action 2e:** Provide all parents and families of English learner students with an annual ELD progress report to foster engagement and goal development.
- **Action 2h:** Disseminate a multilingual LCAP infographic to the school community focused on highlighting targeted programs and services for unique learners.
- **Action 2i:** Integrate a feedback form into the school’s Health and Wellness Hub to solicit input and needs from educational partners.
- **Action 2j:** Utilize language interpretation features provided in Zoom at school events to increase school connectiveness and access for non-English speaking families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$322,272	\$25,832

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.15%	0%	\$0	20.15%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based upon educational partner feedback and data analysis, the school plans to initiate Increased or Improved Services designed to benefit foster youth, English learners (EL), and low-income students **to a greater extent** than students who are not low-income, EL and/or foster youth. These **LEA-wide Contributing Actions** are outlined below and upgrades the entire educational program for all students:

- Goal 1, Action 4a:** As provided in the Engaging Education Partners section, teacher feedback indicated that they need additional instructional **support staff** to provide direct tutoring services to students who are struggling to make adequate academic progress in core courses. To address these needs, the Human Resources Department will conduct targeted recruitment of RCAs and CTRs to fill vacancies. Educational research indicates that instructional aides and assistants can help implement differentiated instruction techniques, tailoring instruction to meet the diverse needs of students. We expect these actions to lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on Smarter Balanced Assessments.
- Goal 1, 4b:** Based upon data analysis, school staff indicated a need to provide high-dosage academic tutoring opportunities for students struggling in ELA and Mathematics. Specifically, foster youth, English learners and low-income students are struggling the most in these

academic areas. To address this need, the school will partner with a **non-profit organization to provide high dosage tutoring** throughout the school week, focused on skill development, direct instruction, guided practice, and independent practice opportunities. Educational research indicates that high dosage tutoring programs can help students overcome learning challenges and make significant progress in their studies. The school expects this supplemental tutoring program to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language.

- **Goal 1, Action 4c:** Based upon educational partner feedback and college/career readiness outcomes, the school wants to improve programs and services that prepare students for post-secondary pathways. To address these needs, the school will offer an **AVID Program** which is focused on building healthy and sustainable study habits and college/career readiness. Educational research indicates that AVID is effective in improving student outcomes related to college/career readiness. We expect the AVID Program to lead to improvements in the percentage of unduplicated pupils graduating on-time, finishing UC a-g requirements, and scoring proficient on SBAs.
- **Goal 1, Action 4d:** Educational partners indicated that students need additional guidance as it relates to college/career readiness, social emotional support, and equity/access. To address these needs, the school will provide **counselors** who provide academic guidance to students, help students explore career options, navigate the college application process, understand financial aid opportunities, help address student personal and social issues, and identify and address barriers that marginalized students may face, such as lack of resources. Educational research indicates that counselors are essential for supporting students' holistic development, academic achievement, and future success. We expect counseling services to increase the number of unduplicated students graduating on-time, prepared for college/career pathways, and reporting high-levels of satisfaction with the educational program.
- **Goal 1, Action 4e:** School administrators want to continue to integrate Equity and Inclusion (E&I) services into the school's Multi-Tiered System of Support (MTSS). There is consensus that **E&I services** will elevate academic achievement, social-emotional well-being, school climate, and college/career readiness. Research indicates that E&I services address potential disparities and provide targeted support to marginalized students and can help narrow achievement gaps. The school expects these E&I services to improve academic outcomes, including increased engagement and higher graduation rates, particularly for unduplicated pupils.
- **Goal 1, Action 4f:** Educational partners provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. Specific feedback included, 'these basic needs must be met to keep them engaged in school and achieving.' To address these needs, a **homeless and foster youth liaison** will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. The school expects these services to improve engagement metrics (chronic absenteeism, attendance, drop out rate, and graduation rate) for foster youth.

- **Goal 2, Action 2a:** There is consensus amongst the entire school community that providing all students with access to home technology and internet service can have several positive impacts on their learning and academic outcomes. To address these needs, the school will provide a Chromebook and internet service to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a ‘homework gap’ that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the **Altus Connect Program** to improve digital access and equity, expanded learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.
- **Goal 2, Action 2b:** Instructional staff want to create and develop a curriculum that can meet the diverse needs and learning styles of all students, particularly Students with Disabilities and English Learners. To meet these needs, The school’s curriculum departments (APAC), integrates **Universal Design for Learning (UDL)** guidelines into the core curriculum. Educational research indicates that UDL can increase student engagement and academic achievement because it provides multiple means of representation and expression to accommodate different learning preferences and abilities. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.
- **Goal 2, Action 2c:** Based upon English learner performance on the Summative English Language Proficiency Assessment for California, the school wants to increase the percentage of ELs making progress towards English language proficiency. To meet these needs, the school will utilize **Achieve3000** which is an online literacy platform that aims to improve reading comprehension and vocabulary skills for students, including English learners. It provides differentiated content based on individualized reading levels and offers various tools and activities to support language acquisition. Educational partners suggest that this literacy program will ultimately help English learners improve performance on ELPAC because it is designed to match text based upon student reading abilities, provides differentiation/personalization features, and adjusts the difficulty level over time. While this program will certainly benefit English learners, staff suggests that it will help other students who may be considered struggling readers.
- **Action 2, Action 2d:** As previously mentioned school staff want to support the English development of ELs while increasing their engagement in school related activities and course completion. To meet these needs, the school will utilize **BrainPOP and BrainPOP ELL** as an educational tool that will be integrated into the school’s English Language Development (ELD) Program. School staff indicates that this program can help ELs in several ways, including providing engaging animated videos, comprehension activities, vocabulary development, grammar instruction, writing and speaking practice, and cultural awareness. The school expects these services to improve the school’s ELPI and other engagement metrics (e.g., attendance, chronic absenteeism, drop out). Because of the engaging animated videos, other students can benefit from this program to learn course content, develop language skills, and make learning more fun.
- **Goal 2, Action 2e:** Based upon educational partner feedback and data analysis, many new students enroll several grade levels behind in reading and mathematics. Therefore, it is essential to accelerate academic skill development and close achievement gaps. To meet these needs, the school will provide **Edgenuity MyPath Individual Learning Plans (ILPs)** that provide targeted instruction and support tailored

to the specific needs of each learner. Educational research suggests that when this type of program is implemented with fidelity and supported by well-trained educators, they can accelerate learning, improve academic skills, and close achievement gaps for students from low-income backgrounds or historically marginalized groups. The school expects these services to increase the percentage of students meeting their individualized NWEA Spring Growth target.

- **Goal 2, Action 2f:** Based upon College and Career Readiness data, the school wants to increase the percentage of graduates who are meeting the CCI Prepared criteria. In addition, the school wants to close opportunity gaps that exists for English Learners. To meet these needs, the school will conduct **targeted recruitment of English Learners to participate in Honors and Advanced Placement (AP)** coursework. By recruiting ELs to participate in AP and Honors programs, the school is taking actionable steps to close potential opportunity gaps and promoting educational equity. The school expects these services to lead to an increase in the number of ELs taking advanced coursework and meeting the CCI Prepared criteria on the school dashboard. As the school creates flyers and disseminates information to the school community, these efforts will likely lead to other students seeing the benefits of advanced programs and greater participation schoolwide.
- **Goal 2, Action 2g:** School staff is committed to closing opportunity gaps that may exist for student groups in education. To meet these needs, the school's **Equity and Inclusion (E&I)** personnel will **coordinate a multi-faceted and comprehensive approach with the school community that prioritizes equity, inclusivity, and the success of all students**. These E&I strategies will include data analysis, monitoring, program development, professional development, training, collaboration, partner with community-based organizations, targeted support for underserved student groups, parent and family engagement, and a focus on continuous evaluation and improvement. The school expects these services to increase the percentage of graduates who are meeting the CCI Prepared criteria, particularly for unduplicated pupils.
- **Goal 2, Action 2h:** Teachers and counselors continue to report that many new students enroll because they are credit deficient and are not on-track to graduate with their high school cohort. To meet these needs, the school will provide **Edgenuity Prescriptive Testing** courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. Research indicates that credit recovery classes can support students' transitions to postsecondary education or the workforce. By enabling students to recover credits and graduate on time, these programs increase students' options and opportunities for further education or career pathways. The school expects these programs to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Audeo III has an enrollment of unduplicated pupils which exceeds 65.77% of total enrollment. The school's percentage to increase or improve services for unduplicated students is 20.15% and the estimated increased apportionment is \$322,272. Overall, services for English Learners,



Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. Targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement, and prepare for college/career pathways.

Of the Targeted Actions to Increase and Improve Services described within this plan, several are services that are provided only to **unduplicated students and their families**, which are considered a Limited Scope. These **Limited Scope** Actions are outlined below:

**Goal 1, Action 2: Evaluate and Support English Language Proficiency for English Learners:** This Targeted Action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. School instructional leaders will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

**Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This Targeted Action is based on data analysis of opportunity gaps and feedback from the school community. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism, and Credit Completion to inform the decision-making progress related to instruction, curriculum, E&I, and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 Metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

**Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This Targeted Action is based on data analysis conducted by educational partners and feedback related to professional learning needs. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to

academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2023-24, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department (ELAD). In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. Writing Redesigned for Innovative Teaching Equity (WRITE) is focused on enhancing teacher knowledge and skills in evidence-based instructional practices that promote effective literacy development. Research suggests that literacy training programs can help teachers develop a deep understanding of equity and culturally sustaining pedagogy, enabling them to create inclusive and equitable literacy instruction for historically underserved students. The school expects these services to positively impact students' language skills, comprehension, and overall literacy achievement (English Language Progress Indicator, EL Reclassification Rates, SBA ELA). And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. The school will partner with community-based organizations to provide training to enhance teachers' understanding of student experiences, enabling them to create more relevant and meaningful learning opportunities. Educational research indicates that training programs focused on contemporary issues often emphasize social-emotional learning, the importance of inclusivity, diversity, and cultural competence. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration, and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations, and student/parent satisfaction with their educational experience.

**Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. The Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. Students will also benefit from the newly created Mental Health and Wellness Hub that will integrate homeless and foster youth resources. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for students to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school, and supported. Effectiveness of these actions will be determined by analyzing Metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

**Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings, and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all these engagement opportunities, the school will recruit parents of English Learner students by using Zoom translation features, translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion (E&I) staff will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will coordinate transportation services to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, the school plans to continually monitor the effectiveness of these Targeted Actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. The school will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Audeo III is a charter school and does not have such comparison schools by which to calculate staff increases. The school, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, the school has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions. As outlined in Goal 1, Action 4, these additional support staff positions will provide additional and targeted tutoring to increase student progress and course completion rates for unduplicated pupils. These support staff positions can

facilitate one-on-one and small group instruction focused on improving student proficiency in Mathematics and English Language Arts. Educational partners believe that these additional support staff will help the school improve performance in Metrics related to student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is committed to enhancing recruitment strategies to find and retain high quality instructional support staff. HR has expanded their recruitment channels to tap into talent pools and connect with highly skilled individuals. HR utilizes EDJOIN, LinkedIn, and Handshake as recruitment platforms. In addition, HR participates in both virtual and in-person job fairs to find qualified applicants, posts flyers throughout the community, and partners with surrounding colleges and universities as recruitment efforts.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	68:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,257,691	\$ 511,361	\$ -	\$ 252,749	2,021,801	\$ 1,543,775	\$ 478,026

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ -	\$ -	\$ -	\$ 2,112	\$ 2,112
1	2	Evaluate and Support English Language Proficiency for English Learners	English Learners	\$ 52,310	\$ 10,913	\$ -	\$ 5,205	\$ 68,428
1	3	Academic Instruction and Support for All Students	All	\$ 245,248	\$ 46,221	\$ -	\$ 53,987	\$ 345,456
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 202,345	\$ 9,134	\$ -	\$ 85,917	\$ 297,396
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 161,721	\$ 231,262	\$ -	\$ 49,955	\$ 442,938
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 2,403	\$ 3,156	\$ -	\$ 2,185	\$ 7,744
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 62,407	\$ 20,379	\$ -	\$ 11,759	\$ 94,545
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 60,571	\$ 9,183	\$ -	\$ 4,732	\$ 74,486
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 152,820	\$ 49,444	\$ -	\$ 12,420	\$ 214,684
2	3	College/Career Pathways for All Students	All	\$ -	\$ 124,500	\$ -	\$ -	\$ 124,500
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 11,717	\$ 2,155	\$ -	\$ 1,419	\$ 15,291
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 539	\$ 1,180	\$ -	\$ 4,676	\$ 6,395
4	1	Safe and Supportive Schools for All Students	All	\$ 33,163	\$ 1,078	\$ -	\$ 710	\$ 34,951
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 13,257	\$ 1,437	\$ -	\$ 4,493	\$ 19,187
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 37,787	\$ 438	\$ -	\$ 7,630	\$ 45,855
5	1	Engagement Opportunities for All Students	All	\$ 215,445	\$ 881	\$ -	\$ 5,549	\$ 221,875
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 5,958	\$ -	\$ -	\$ -	\$ 5,958

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,599,007	\$ 322,272	20.15%	0.00%	20.15%	\$ 514,166	0.00%	32.16%	<b>Total:</b>	\$ 514,166
								<b>LEA-wide Total:</b>	\$ 355,165
								<b>Limited Total:</b>	\$ 159,001
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 52,310	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 202,345	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 62,407	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 152,820	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 539	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	\$ 37,787	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 5,958	0.00%



## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,599,005.00	\$ 1,672,447.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ 2,180	\$ 2,012
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 77,346	\$ 82,887
1	3	Academic Instruction and Support for All Students	No	\$ 269,412	\$ 239,399
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 118,401	\$ 128,974
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 288,567	\$ 448,009
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 6,827	\$ 8,840
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 120,588	\$ 133,791
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 110,592	\$ 102,951
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 94,557	\$ 98,733
2	3	College/Career Pathways for All Students	No	\$ 173,037	\$ 139,779
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 17,070	\$ 18,206
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 6,761	\$ 7,563
4	1	Safe and Supportive Schools for All Students	No	\$ 64,940	\$ 32,675
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 17,084	\$ 16,174
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 40,064	\$ 37,412
5	1	Engagement Opportunities for All Students	No	\$ 187,729	\$ 171,003
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 3,850	\$ 4,039

## 2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 352,264	\$ 411,933	\$ 448,539	\$ (36,606)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 77,346	\$ 82,887.00	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 88,056	\$ 91,439.00	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 120,588	\$ 133,681.00	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 88,115	\$ 95,082.00	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 2,764	\$ 3,999.00	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 35,064	\$ 37,412.00	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ -	\$ 4,039.00	0.00%	0.00%



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,417,273	\$ 352,264	0.00%	24.86%	\$ 448,539	0.00%	31.65%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.



**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55 percent:** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.



**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:



An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



# Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## **Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **0**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

## OPTION 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					<b>X</b>
Health Education Content Standards					<b>X</b>
Physical Education Model Content Standards					<b>X</b>
Visual and Performing Arts					<b>X</b>
World Language					<b>X</b>

### Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					<b>X</b>
Identifying the professional learning needs of individual teachers					<b>X</b>
Providing support for teachers on the standards they have not yet mastered					<b>X</b>

#### Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**



## **Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

### **Parental Involvement and Family Engagement (LCFF Priority 3)**

#### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	<b>5 – Full Implementation and Sustainability</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	<b>5 – Full Implementation and Sustainability</b>
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	<b>5 – Full Implementation and Sustainability</b>
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	<b>5 – Full Implementation and Sustainability</b>

### Building Relationships Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school engages educational partners in meaningful participation of the school's programs and systems of continuous improvement. The school partners with families to create a Pathways Personalized Education Plan (PPEP) for each student that reflects their strengths, learning style, interests, and post-secondary goals. In partnership with parents, school staff monitor student progress towards PPEP goals and systematically adjust throughout the school year. This process is built on an established trusting relationship between school and family whereas parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 100% of parents report being able to provide input and feedback to the school through multiple ways. Based on stakeholder Needs Assessment, the school has identified that a primary requirement of students and parents is a safe and supportive learning environment. Survey results indicate that 100% of parents and 100% of students report that their school is safe and supportive. Additionally, the school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 100% of parents report that the school provides innovative and engaging learning environments.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Audeo 3 regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated and of interpreters made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for

parents and families will be available. Utilization of Parent Square further provides communication and engagement of educational partners with the school.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	<b>5 – Full Implementation and Sustainability</b>
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	<b>5 – Full Implementation and Sustainability</b>
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	<b>5 – Full Implementation and Sustainability</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	<b>5 – Full Implementation and Sustainability</b>

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school provides professional learning and support to teachers, support staff, and leadership to improve the school's capacity to partner with educational partners and provide a high-quality education for every student. Currently, 100% of teachers have exceeded the school's goal to participate in at least 60 hours of professional learning. The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Audeo 3 is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	<b>5 – Full Implementation and Sustainability</b>
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	<b>5 – Full Implementation and Sustainability</b>
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	<b>5 – Full Implementation and Sustainability</b>
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	<b>5 – Full Implementation and Sustainability</b>

### Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school engages educational partners in its processes for continuous improvement and prioritizes building capacity of staff and families to engage in advisory groups and decision making. The school provides training for School Site Council members annually and holds regular meetings to develop, refine, and update the LCAP Federal Addendum. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides trainings, resources, supports, and feedback opportunities throughout the school year. The school holds a variety of Resource Center events that focus on family engagement and provide opportunities for input into the school's programs. Additionally, the school seeks input into the Local Control Accountability Plan (LCAP) through an annual survey. In 2022-2023 the school received input from nearly 100 students and parents and used the results in the development of the 2023-2024 LCAP.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

Educational partner input into decision making is actively sought through multiple venues. Audeo 3 will continue to seek to improve input into decision making from our educational partners through the implementation of parent square as a communication tool, soliciting input and educational partner feedback through annual engagement surveys, opportunities to participate in Parent nights, Senior nights, Family Learning opportunities, representation on the School Council, the English Language Advisory Committee, and involvement in College/Career week.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will provide translated materials and resources for parents and family members of English Learners.



## Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 6 are provided below.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

#### **1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

Audeo 3 administers an Annual LCAP Stakeholder Engagement Survey to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. Over the last five years, survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of Audeo 3's LCAP. In order to monitor the success of Audeo 3's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2022-2023, Audeo 3 exceeded this metric. Over 97.3% of students reported that they felt safe at Audeo 3 and 100% of parents reported that they feel their child is safe at Audeo 3. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2022-2023 Audeo 3's suspension rate was 0.0% and expulsion rate was 0.0%.

2. **MEANING: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

These metrics indicate that students' needs are being met in a positive and supportive learning environment that protects and encourages their participation and engagement in school. Confidence surveys show an increase after 90 days of enrollment in students' confidence in their ability and skills to learn and succeed in school and in their receiving of the support from their teacher to succeed in school compared to prior to enrolling.

3. **USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In addition to an Annual LCAP Stakeholder Engagement Survey the LEA will also administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Educational partners have provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. To address these needs, a homeless and foster youth liaison will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations.

## Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2022-2023 Charter School of San Diego served 110 students in grades 6-12. The student demographics include:

- Percentage of Students with Disabilities: 30.8%
- Percentage of English Learners: 23.9%
- Percentage of Socioeconomically Disadvantaged: 65.8%
- Percentage of Homeless and Foster Youth (FY): 3.4%

Audeo 3 qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Audeo 3 uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing Audeo 3 from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the school has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.



## **Assumptions for Preliminary Operational Budget FY 2023-24**

Audeo Charter School III (Audeo III) is an independent study program. Audeo III takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like Audeo III, are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo III is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- \* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo III is 65.77%.
- \* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## **BUDGET INFORMATION**

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard – 2023-24 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo III’s April Revised Operational Budget.

**Table 1:**

Description	FY 2023-24
Grades 4-6 Adjusted Base Grant	\$10,069
Grades 7-8 Adjusted Base Grant	\$10,367
Grades 9-12 Adjusted Base Grant	\$12,327
Statutory Cost of Living Allowance (COLA)	8.22%
Audeo III’s Unduplicated Pupil Percentage (Rolling Average)	65.77%
District’s Unduplicated Pupil Percentage (EUHSD)	79.66%

Revenues were calculated based on the following enrollment and ADA:

**Table 2:**

Description	FY 2023-24 (Projected P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	142	136	119
CBEDS	116	111	106
Students Served	248	241	212
ADA:			
Grade 4-6	5.09	4.88	3.16
Grade 7-8	17.81	17.08	15.41
Grade 9-12	110.58	106.07	100.38
<b>Total ADA</b>	<b>133.48</b>	<b>128.03</b>	<b>118.95</b>

### REVENUE PROJECTIONS

**Table 3:**

Description	FY 2023-24
LCFF Sources	\$1,921,279
Federal Revenues	\$366,926
State Revenues Other than LCFF	\$309,829
Local Revenues	\$11,500
<b>Total Projected Revenues</b>	<b>\$2,609,534</b>

- **In Lieu of Property Taxes** of \$5,041.29 per current year (CY) P-2 ADA is based on 2022-23 P-1 property tax rate for Escondido Union High School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

**ESSA: School Improvement (CSI) Funding for LEAs** is a Federal funding for LEAs with schools identified as requiring support consistent with the California State Plan for Every Student Succeeds Act. Audeo III was granted \$178,351 of ESSA CSI FY 2022-23, which must be expended by September 30, 2024. Audeo III included \$142,681 of its allocation in this budget. The remaining allocation of \$35,670 will be included in the next fiscal year.

**Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo III has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo III's ESSER III revised allocation is \$135,565 and of that amount, \$24,958 was spent in FY 2021-22 and 2022-23. Audeo III included the remaining amount of \$110,607 in this budget.

**Expanded Learning Opportunities (ELO) Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Audeo III's ELO Grant Plan is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. Audeo III is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficiency. Deadline for obligation of ELO ESSER II and ELO GEER II funds is September 30, 2023, while ELO ESSER III funds is September 30, 2024.

Audeo III's revised allocation amount is \$100,382 and of this amount, \$55,966 of ELO general fund and \$18,172 of ESSER II and GEER II was fully spent as of FY 2022-23. Audeo III spent \$6,987 of ELO ESSER III fund in FY 2022-23 and the remaining amount of \$19,257 is included in this budget.



**Project Safe from Exploitation (SaFE)** – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and Audeo III is a subrecipient for \$945. As a subrecipient, Audeo III will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
  2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$887.40 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$130 per PY California Basic Educational Data System (CBEDS) count.
  - **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo III chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.85 for Grades K-8 and \$55.17 for Grades 9-12.
  - **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo III included \$124,500 of CTE grant in this budget.
  - **Creating Opportunities in Preventing and Eliminating Suicide (COPES)** is a four-year grant initiative which was awarded to the County of San Diego Behavioral Health Services and the San Diego County Office of Education (SDCOE). SDCOE will lead the COPES initiative and build the capacity of LEAs to support school communities that champion mental wellness by targeting efforts in staff and student wellness, stigma reduction, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students, and families and coordinated referral pathways for students needing mental/behavioral health services. Audeo, Audeo II, and Audeo III will participate in this grant. The schools will submit an invoice to SDCOE at the end of each quarter to get reimbursement for its expenditures, not to exceed \$12,000 per calendar year for 4 years beginning 2022 through 2025. Audeo III included \$4,000 in its budget for this FY, which is under local revenue.

- Arts, Music, and Instructional Materials Block Grant** – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditure of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Audeo III is \$79,203. Deadline for obligation of this fund is FY 2025-26. Audeo III included \$19,808 in this budget.

### **NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**

**Table 4:**

<b>POSITIONS</b>	<b>OBJECT CODE</b>	<b>FY 23-24</b>
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	6.60
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.54
Certificated Supervisor & Administrator	1300	0.63
Other Certificated Teacher Resource (CTR)	1900	2.00
Resource Center Associate (RCA)	2100	2.00
Classified Support (Admin Support)	2200	0.06
Classified Supervisor & Administrator	2300	0.21
Clerical, Technical & Office Staff	2400	1.90
Other Classified (Administrative Support)	2900	0.03
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>13.97</b>

- \* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2023-24, we estimated the Special Ed population at 24.40%.

**EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	<b>Object</b>	<b>Certificated</b>	<b>Classified</b>
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.68%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical           \$2,700			
- Dental           \$ 120			
- Vision           \$ 27	3401-02		
- Life Ins.       .00114			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.22%	1.22%

**NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700**

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo III has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

**RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200**

Audeo III has allocated \$9,508 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

**PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800**

The total budget amount for Object Code 5800 is \$387,353 representing 14.84% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo III will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district. The authorizing District has a broad and diverse student population. The budget for marketing will support significant outreach efforts to ensure that the student body of Audeo III reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo III has deployed an integrated marketing plan to support organizational growth. To reach Audeo III's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2023-24, Audeo III has allocated \$39,143 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

## **DISTRICT OVERSIGHT FEES**

Audeo III will pay its authorizing District (Escondido Union High School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo III has budgeted \$19,213 for FY 2023-24 for oversight fees, which is included in object code 5800.

## **RESERVES**

Audeo III has allocated reserves of \$130,477 for FY 2023-24 representing 5% of total revenues of \$2,609,534.

## **FACILITIES**

Audeo III carries out contractual lease agreements with an annual cost of \$136,845 for FY 2023-24. The total cost of the current lease contracts from July 2022 through the end of the lease term (Year 2028) is \$724,164.



**PRELIMINARY OPERATIONAL BUDGET  
FY 2023-2024**

**REVENUES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>LOCAL CONTROL FUNDING FORMULA - LCFF</b>		
LCFF State Aid	8011	\$ 1,221,672.00
Education Protection Account	8012	26,696.00
In-Lieu of Property Taxes	8096	672,911.00
<b>TOTAL, LCFF ENTITLEMENT</b>		<b>\$ 1,921,279.00</b>
<b>FEDERAL REVENUES</b>		
Special Ed - Federal IDEA	8181	\$ 12,266.00
Special Ed - IDEA Local Assistance, Part B, Early Intervening Services	8990	2,164.00
Special Ed - Mental Health Level III	8182	33,148.00
ESSA CSI	8290	142,681.00
ESSER III	8290	83,495.00
ESSER III - Learning Loss	8290	27,113.00
ELO ESSER III - Emergency Needs	8290	6,585.00
ELO ESSER III - Learning Loss	8290	12,672.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	29,126.00
Title II, Part A - Improving Teacher Quality Program	8290	3,603.00
Title III - Limited English Proficient Study Program	8290	3,128.00
Title IV, Part A, Student Support and Academic Enrich.	8290	10,000.00
Project SaFE	8290	945.00
<b>TOTAL, FEDERAL REVENUES</b>		<b>\$ 366,926.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>		
Mandate Block Grant	8550	\$ 6,288.00
State Lottery Revenue - Non Prop-20	8560	23,700.00
State Lottery Revenue - Prop-20	8560	9,341.00
Special Education	8792	118,450.00
Special Education - Mental Health Level 2	8590	7,742.00
Career Technical Education Incentive	8590	124,500.00
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	19,808.00
<b>TOTAL, STATE REVENUES</b>		<b>\$ 309,829.00</b>
<b>LOCAL REVENUES</b>		
Interest Income	8660	\$ 6,500.00
All Other Local Revenue	8699	1,000.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	4,000.00
<b>TOTAL LOCAL REVENUES</b>		<b>\$ 11,500.00</b>
<b>TOTAL, REVENUES</b>		<b>\$ 2,609,534.00</b>



**PRELIMINARY OPERATIONAL BUDGET  
FY 2023-2024**

**EXPENDITURES**

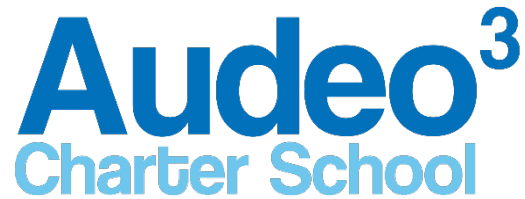
DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>CERTIFICATED SALARIES</b>		
Certificated Teachers' Salaries	1100	\$ 682,974.00
Certificated Pupil Support Salaries	1200	77,336.00
Certificated Supervisors' & Administrators' Salaries	1300	108,200.00
Other Certificated Salaries	1900	79,224.00
<b>TOTAL, CERTIFICATED SALARIES</b>		<b>\$ 947,734.00</b>
<b>CLASSIFIED SALARIES</b>		
Instructional Aides' Salaries	2100	\$ 70,028.00
Classified Support Salaries	2200	\$ 2,608.00
Classified Supervisors' & Administrators' Salaries	2300	36,214.00
Clerical, Technical and Office Salaries	2400	119,984.00
Other Certificated Salaries	2900	3,277.00
<b>TOTAL, CLASSIFIED SALARIES</b>		<b>\$ 232,111.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100	\$ 183,318.00
PERS Retirement	3200	58,713.00
Social Security/Medicare	3300	30,752.00
Health and Welfare	3400	171,512.00
Unemployment Insurance	3500	590.00
Workers Compensation Insurance	3600	14,394.00
<b>TOTAL EMPLOYEE BENEFITS</b>		<b>\$ 459,279.00</b>
<b>TOTAL PERSONNEL COST</b>		<b>\$ 1,639,124.00</b>



**PRELIMINARY OPERATIONAL BUDGET  
FY 2023-2024**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>BOOKS AND SUPPLIES</b>		
Textbooks and Core Curricula Materials	4100	\$ 15,425.00
Books other than textbooks	4200	2,511.00
Instructional Materials and Supplies	4300	25,225.00
On-line Courses	4312	10,090.00
Research and Development	4313	2,500.00
Non-Capitalized Equipment	4400	26,950.00
Food	4700	3,785.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		<b>\$ 86,486.00</b>
<b>SERVICES, OTHER OPERATING EXPENSES</b>		
Travel and Conference	5200	\$ 18,428.00
Research and Development - Travel	5202	7,008.00
Dues and Memberships	5300	8,551.00
Liability Insurance	5400	11,225.00
Operations and Housekeeping Services	5500	51,130.00
Rental, Leases & Repairs	5600	192,501.00
Prof/Consulting Services/Oper. Exp.	5800	348,210.00
Marketing	5812	39,143.00
Communication	5900	17,157.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		<b>\$ 693,353.00</b>
<b>CAPITAL OUTLAY</b>		
Depreciation - Leasehold Improvement	6900	\$ 51,064.00
Depreciation - Equipment	6900	8,880.00
<b>TOTAL, CAPITAL OUTLAY</b>		<b>\$ 59,944.00</b>
<b>OTHER OUTGO</b>		
Debt Service Payment - Interest	7438	\$ 150.00
<b>TOTAL, OTHER OUTGO</b>		<b>\$ 150.00</b>
<b>RESERVES</b>		
Operational Reserve	9730	\$ 65,238.00
Reserve for Economic Uncertainties	9770	\$ 65,239.00
<b>TOTAL, RESERVES</b>		<b>\$ 130,477.00</b>
%		<b>5%</b>
<b>TOTAL, EXPENDITURES</b>		<b>\$ 2,609,534.00</b>



**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;



WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Audeo Charter School III**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Audeo Charter School III** has determined to spend the monies received from the Education Protection Act as attached.

DATED:

**June 22, 2023**

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Secretary

# Audeo<sup>3</sup> Charter School

## Education Protection Account Expenditure Plan for FY 2023-24

### Expenditures Through: June 30, 2024

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
<b>Projected Amount Available for this Fiscal Year:</b>	8012	\$ 26,696.00
<b>Total Projected EPA Entitlement</b>		\$ <b>26,696.00</b>
<b>Projected Expenditures:</b>		
<b>For Teachers' Salaries and Benefits Only</b>		
Teachers' Salaries	1100	\$ 17,421.57
Retirement: STRS	3111	\$ 3,327.28
Medicare	3321	\$ 254.42
Health & Welfare	3401	\$ 5,342.01
Unemployment Insurance	3501	\$ 8.69
Workers' Compensation Insurance	3601	\$ 217.53
Mileage Allowance	5200	\$ 124.50
<b>Total Projected Expenditures</b>		\$ <b>26,696.00</b>
<b>Balance (Total Available minus Total Expenditures)</b>		-

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Valley Charter School

CDS Code: 33103300140780

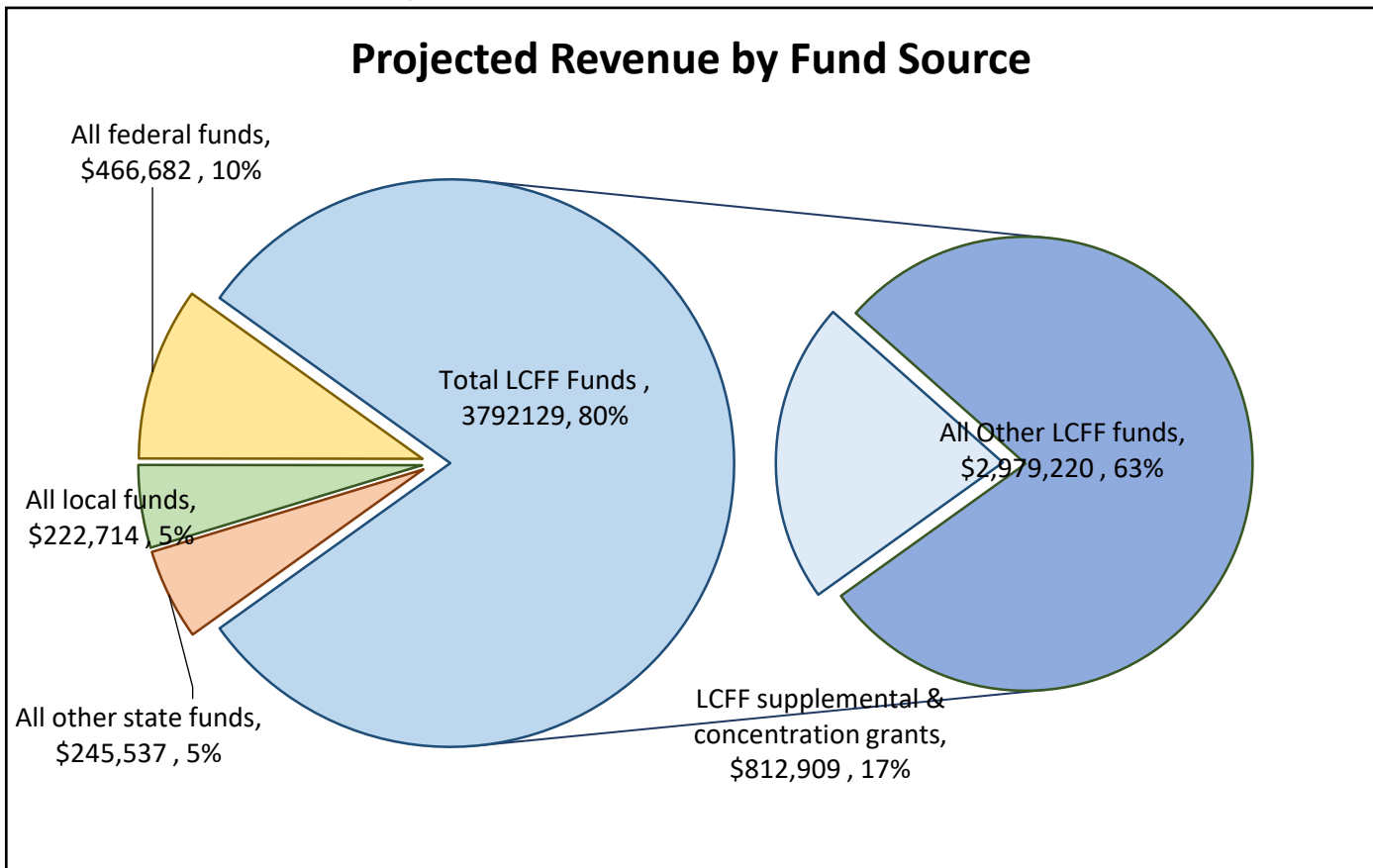
School Year: 2023-24

LEA contact information: Sharnita Moore, Ph: (858) 214-2511, Email: [smoore@altusschools.net](mailto:smoore@altusschools.net)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

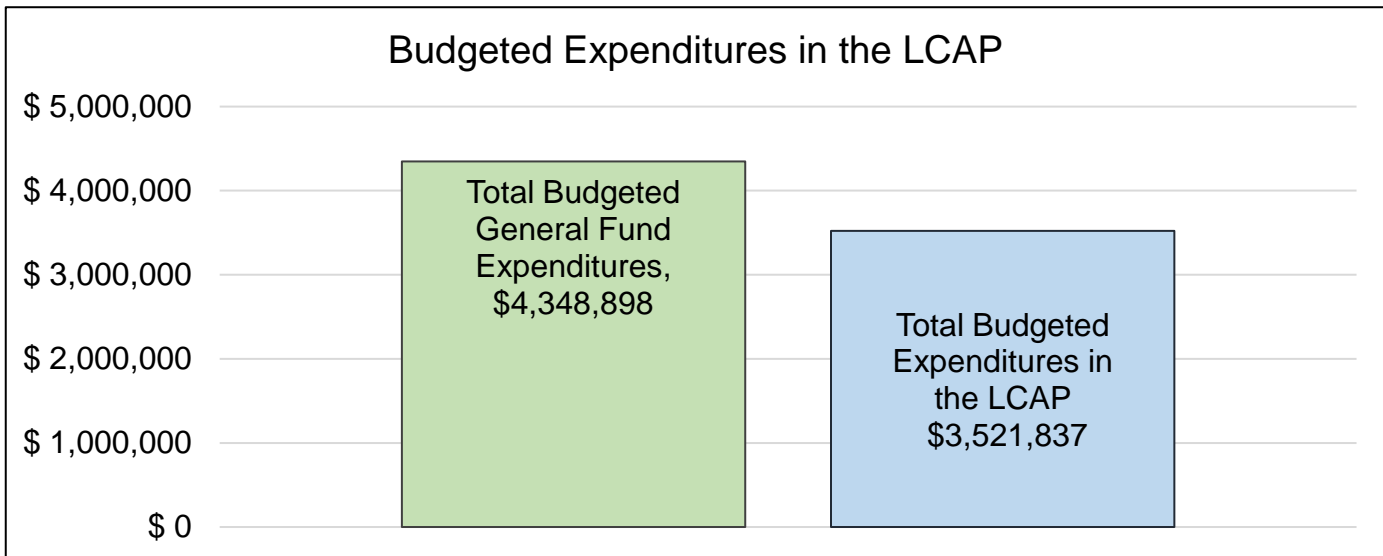


This chart shows the total general purpose revenue Audeo Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Valley Charter School is \$4,727,062.00, of which \$3,792,129.00 is Local Control Funding Formula (LCFF), \$245,537.00 is other state funds, \$222,714.00 is local funds, and \$466,682.00 is federal funds. Of the \$3,792,129.00 in LCFF Funds, \$812,909.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Valley Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

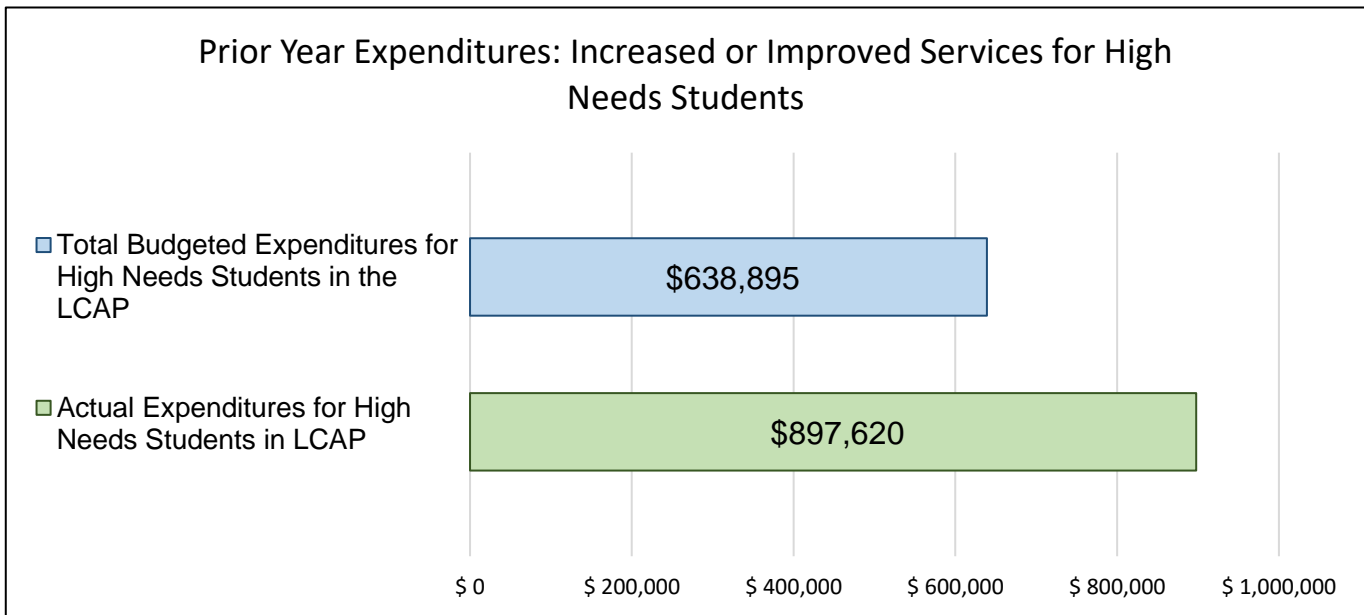
The text description of the above chart is as follows: Audeo Valley Charter School plans to spend \$4,348,898.00 for the 2023-24 school year. Of that amount, \$3,521,837.00 is tied to actions/services in the LCAP and \$827,061.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Audeo Valley Charter School is projecting it will receive \$812,909.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Valley Charter School plans to spend \$1,127,953.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Audeo Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Audeo Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Audeo Valley Charter School's LCAP budgeted \$638,895.00 for planned actions to increase or improve services for high needs students. Audeo Valley Charter School actually spent \$897,620.00 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Valley Charter School	<b>Sharnita Moore</b> School Coordinator	<a href="mailto:smoore@altusschools.net">smoore@altusschools.net</a> (951) 247-6646

## Plan Summary: 2023-34

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2021, Audeo Valley Charter School (Audeo Valley) was **authorized by the Riverside County Office of Education** as a free public-school option serving students in grades 6-12. Audeo Valley's first year of operation was 2021-22. Previously, the Moreno Valley Resource Center had been successfully operated by Audeo Charter School since 2012. Audeo Valley is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**Audeo Valley received Initial Accreditation Status by WASC through June 30, 2025.** Audeo Valley operates one neighborhood resource center in Moreno Valley. Students and families visit this neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Audeo Valley is a non-classroom based, independent study program.

Audeo Valley is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo Valley, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo Valley are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture

that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**Audeo Valley is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS).** DASS 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:

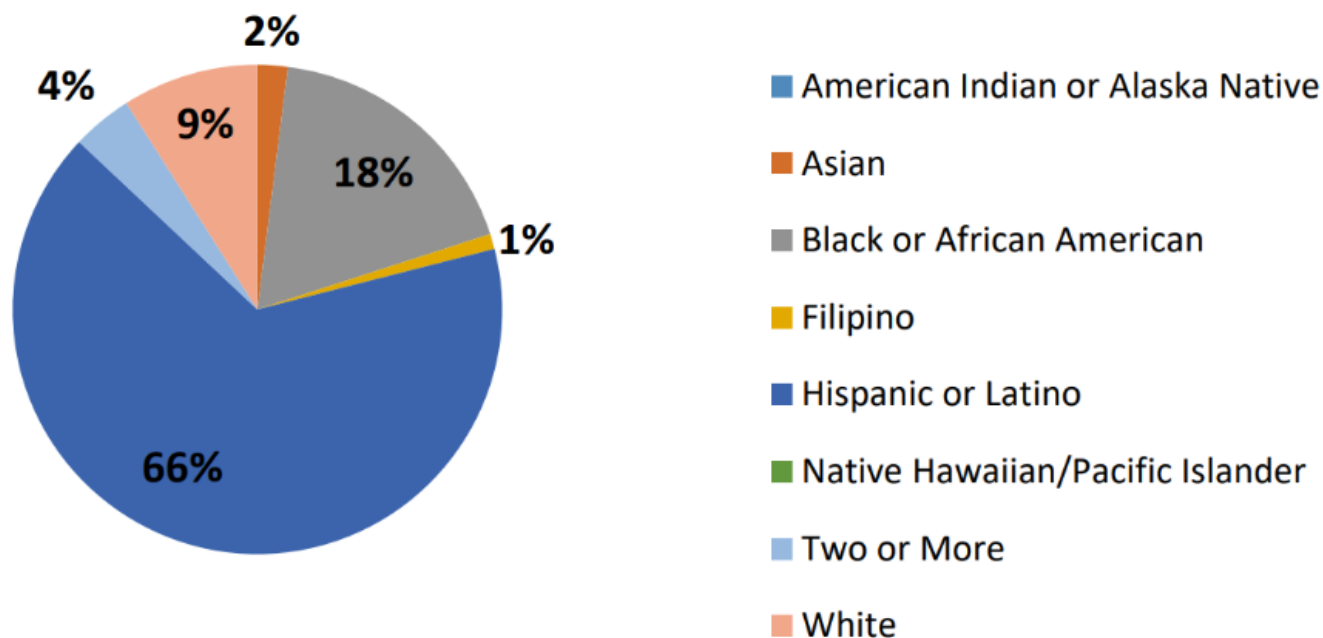
- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In December 2022, Audeo Valley had a total enrollment of 245 students. Of these 245 students, 72% were Socioeconomically Disadvantaged, 18% were Students with Disabilities, 6% were GATE, 11% were English Learners, 5% were Homeless, and 0.8% were Foster Youth.

In addition, of these 245 students, 66% were Hispanic, 9% were White and 18% Black or African American. 7% of students were of other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



### Enrollment by Ethnicity



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Audeo Valley's Educational Partners are satisfied with the school's commitment to providing a personalized instructional program for all students. This personalized approach is the school's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities

that Audeo Valley offers as they look for a new approach to learning and the ability to graduate on time.

**According to the 2022 Dashboard, Audeo Valley's Dashboard Alternative Status School (DASS) One-Year Grad Rate was 89.2% for All Students.** While the DASS one-year graduation rate is only being reported for information purposes for DASS schools, educational partners believe that this continues to be a key indicator of the school's success. As seen in the table below, the school exceeded the 80% target for All Students and all other numerically significant Student Groups. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2023-24 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Audeo Valley will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

### Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	83	74	89.2%
English Learners	7	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	57	50	87.7%
Students with Disabilities	9	*	*
African American	11	9	81.8%
American Indian or Alaska Native	1	*	*
Hispanic	59	52	88.1%
White	10	*	*
Two or More Races	2	*	*

**The school was satisfied with the 2022 Chronic Absenteeism rate for students in grades 6-8.** According to the 2022 School Dashboard, 6% of students were chronically absent for the school year. Audeo Valley's Chronic Absenteeism Rate is significantly better than the State's average (30%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area.

**Audeo Valley's educational partners are pleased with the 2022-23 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2023.** The goal is to have at least 60% of students meet their individualized NWEA Growth target. Results for 2022-23 are provided below:

- 71% of students tested met their NWEA Reading Growth Target
- 79% of students tested met their NWEA Language Growth Target
- 71% of students tested met their NWEA Math Growth Target

**Educational partners were satisfied to see that 52.4% of English Learners are making progress towards English language proficiency or maintain the highest level, as measured by the Summative ELPAC.** Therefore, Audeo Valley's 2022 English Learner Progress Indicator (ELPI) published in the School Dashboard exceeded the State average by 2.1%. The school's comprehensive English Learner Plan is supporting the development of EL students' proficiency in English and in the core curriculum.

**Audeo Valley's Conditions & Climate remains a strength of the educational program.** For the 2022-23 school year, Audeo Valley's Suspension Rate on the School Dashboard was 0%. This is significantly better than the State's average which is 3.1%. Providing Audeo Valley students with a healthy, safe, and welcoming environment is most important because a high percentage of students choose to enroll to 'get away from negative experiences' at their previous school settings.

The School surveyed students and parents throughout the 2022-23 school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below.

#### **School Safety:**

- 97% of parents report that they feel their child is safe at school.
- 97% of students report that they feel safe at the Resource Center.

#### **Educational Program:**

- 90% of parents report high levels of satisfaction with school.
- 97% of students report high levels of satisfaction with the school.

Audeo Valley's educational partners believe that the school has successfully maintained high levels of student engagement by providing students with synchronous one-on-one academic tutoring and ongoing small group instruction. Instructional staff stay in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate.

#### **Student Confidence Survey:**

- As of February 2023, 96% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Audeo Valley.

#### **Cumulative Attendance/Participation Rate:**

- As of April 2023, the school's cumulative attendance rate is 92.5%. This exceeds the 84% attendance target the school set for the 2022-23 school year. Significant student groups, including Hispanic or Latino, White, Black/African American, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2023-24 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law allows the 2022 School Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of the five Status levels (ranging from Very High, High, Medium, Low and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Based upon a thorough analysis of the 2022 School Dashboard, the school will continue to focus resources and develop strategies to

improve in the areas identified below:

- According to the 2022 School Dashboard, All Students scored 123.5 points below standard on the **Summative Mathematics Smarter Balanced Assessments**. This is considered a Very Low status level and will continue to be a critical area of focus for the school. Additionally, there were two total student groups with the Very Low status: Hispanic and Socioeconomically Disadvantaged. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards. Teachers will also receive individualized professional learning from the school's math specialist focused on meeting the unique needs of each student.
- For **English Language Arts**, All Students scored 41.1 points below standard on the Summative ELA Smarter Balanced Assessments in 2022. This is considered a Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Low status level as well. Similarly, to Math, the school will consider ELA to be a critical area of focus for the 2023-24 school year. The school will strive to enhance current systems and structures to improve ELA achievement for All Students and significant student groups. The school will analyze formative and summative assessment data throughout the school year to determine areas of weaknesses, particularly claims and targets and provide targeted instruction in those areas.
- The school's **Combined Four-and Five-Year Graduation Rate** for 2022 was 69.9%. This is considered a Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Low status on this indicator as well. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grade Rate as a modified method for DASS schools. However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE (see table provided in the Reflections: Successes).
- While the **College/Career Indicator** (CCI) was not reported in the 2022 California School Dashboard, the school wants to increase the number of graduates who are meeting the Prepared criteria. To improve in this area, counselors will focus on recruiting and advising students on enrolling in CTE Pathways, Early College Credit Programs and Leadership/Military Science coursework. The school will also refine monitoring efforts focused on how each student is progressing towards meeting the CCI Prepared criteria.

Educational partners believe that professional learning is key to continued improvement and success on School Dashboard Indicators.

Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE).

The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training, and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion (E&I) staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. E&I staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health and behavioral services to students and family members.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data to identify program goals, Metrics, and actions that will ensure all students are meeting rigorous academic standards.

**Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.**

### **Key Actions and Services for All Students:**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)

- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

**Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and are accessible to All Students.**

**Key Actions and Services for All Students:**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- Multiple high quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000, BrainPOP ESL and Edgenuity MyPath Individual Learning Plans

**Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.**

**Key Actions and Services for All Students:**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development for staff: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

**Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.**

**Key Actions and Services for All Students:**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Meal Program at all school sites
- Homeless and Foster Youth Liaison

**Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.**

**Key Actions and Services for All Students:**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Family Resource Night
- Interactive and engaging English Learners Advisory Committee (ELAC)
- ELD Progress Reports, multilingual materials



## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Audeo Valley is not eligible for CSI.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Audeo Valley is not eligible for CSI.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Audeo Valley is not eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional, and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees, and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents, and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2023-24 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of Metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

## **School Leadership Team**

Date: August 1-5, 2022

Involvement Method: Annual Strategic Planning

## **Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: August 19, 2022; August 24, 2022

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

## **Board of Directors and Community**

Date: August 31, 2022

Involvement Method: Board Meeting

## **Parents and Family Members**

Dates: July 27, 2022; August 10, 2022; September 14, 2022; September 28, 2022; November 2, 2022; December 14, 2022; January 25, 2023; February 15, 2023; March 1, 2023; April 12, 2023

Involvement Method: Family Learning Series

## **Board of Directors and Community**

Date: September 6, 2022

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: October 3-28, 2022

Involvement Method: School Open House Events

**All Staff**

Date: October 7, 2022

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: October 27, 2022

Involvement Method: English Learners Advisory Committee

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: October 28, 2022

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: September 23, 2022

Involvement Method: Special Education Compliance Clinic

**Students, Parents, Teachers and Staff**

Date: November 9, 2022

Involvement Method: School Site Council Meeting

**Board of Directors and Community**

Date: December 7, 2022

Involvement Method: Board Meeting

**All Staff**

Date: January 20, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: January 27, 2023

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: February 10, 2023

Involvement Method: Special Education Compliance Clinic

**School Leadership Team**

Date: February 22-23, 2023

Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**

Date: March 1, 2023

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: March 1-24

Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**

Date: March 17, 2023

Involvement Method: Instructional Meeting

**All Staff**

Date: April 7, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: April 18, 2023

Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**

Date: May 8, 2023

Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: May 19, 2023

Involvement Method: Instructional Meeting

### **Board of Directors and Community**

Date: June 22, 2023

Involvement: Regular Board Meeting

The school's 2023-24 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

### A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2023-24 LCAP.

#### **Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support, and planning related to post-high school pathways: community college, university, military, and career.
- Ongoing opportunities to participate in field trips that are relevant to their interests and post-high school plans.
- Variety of Meal Program options in the resource center.
- Recognition for academic achievements and accomplishments.

- Assignments and projects that include relevant current events.

**Parents, Family Members and Advisory Committees:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Additional support and training related to planning for college and financial aid information.
- Ongoing opportunities for students to practice peer-to-peer collaboration on assignments and projects.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers, and meet with support staff.
- Ongoing communication from instructional staff regarding their child's academic progress, engagement, and important school events.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Information and support accessing community-based partners.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Advisory Committees:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Utilization of Zoom translation features for ELAC meetings.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources, and tools for parents to support learning at home.
- Information related to their child's English language development throughout the school year, including test scores, academic grades, credit completion.

- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Provide mental health counseling sessions to students to address problems or issues.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Continue to provide student laptops and charging carts in resource centers.
- Enhanced communication system that school leadership can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling, and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.

- Specialized literacy program/materials to support Students with Disabilities who are identified as struggling readers by the IEP Team.
- Student engagement and achievement data, which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Outreach and recruitment focused on enrolling more SWDs in Early College Credit Programs and Career CTE Pathways.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Engaging annual school events, including Family Night, College and Career Week, and Senior Night that provide educational partners with high-quality content and opportunities to ask clarifying questions related to the educational program.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- Ongoing refinement of the MTSS to ensure that it is adequately responding to the unique needs of all students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.



- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2023-24 school year. These five goals address the instructional approach, curriculum, professional development system, school climate and family engagement. Each LCAP Goal, along with their corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2023-24 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from **students**, the school has added the following Actions to the 2023-24 LCAP:

- The school will continue to focus on recruiting and hiring qualified instructional support staff, including CTRs, RCAs, and LAs, to provide additional academic tutoring opportunities in-person and online.
- Recruit additional students to participate in AVID Program, which is designed to create a 'college going mindset' but also provide ongoing peer-to-peer interaction and collaboration.
- School instructional leaders will collaborate with teachers to plan ongoing field trips throughout the school year. Students continue to express in surveys that they want field trips that match their interests and post-secondary plans.
- The school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways.
- Increased access to counselors and college information/planning sessions.
- Full implementation of AVID Program to provide additional Social and Emotional Learning opportunities.

After examining feedback from **parents of English Learners**, the school will initiate the following 2023-24 LCAP Actions:

- Provide families of English Learners with ELD progress reports, aligned to the CA EL Roadmap.
- Full utilization of Zoom translation features to engage non-English speaking families.
- Additional tutoring opportunities for English Learner students focused on building Language skills and effective study habits.

Information collected from **parents and family members**, led the school to develop the following LCAP Actions for 2023-24:

- More information and support related to college and career planning.
- Additional opportunities for students to interact peer-to-peer in the school setting.
- Access to community-based partnerships that focus on health and wellness, particularly physical fitness and mental wellbeing.

- Engaging school events, including a Family Resource Night to increase parent involvement and awareness of educational programs and services designed to improve student academic achievement.

After evaluating feedback from **teachers and staff**, the school will initiate the following 2023-24 LCAP Actions:

- Targeted recruitment for instructional support staff to support that can provide high-quality academic tutoring in the core subjects.
- Expand Early College Credit opportunities to all students.
- Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- Mental Health & Wellness Hub to quickly access information for students and families.
- Develop a mental health student referral process that is streamlined and user-friendly.
- Research potential futuristic teaching and learning methods, including Virtual Reality platforms.

By analyzing feedback from **special education staff**, the school has designed the following 2023-24 LCAP Actions:

- Additional college and career planning support for Students with Disabilities (SWDs) focused on successful post-secondary transitions.
- Integrate a specialized literacy program into the school's MTSS, Ascend SMARTER Intervention, as a targeted academic intervention for SWDs.
- Recruit SWDs to participate in AVID and Character and Leadership Development Programs to support their social-emotional learning needs.

Based upon feedback from **administrators**, the school will implement the following 2023-24 LCAP Actions:

- Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- Create and implement an individualized Gifted and Talented Education (GATE) Plan for all identified students.
- Full implementation of AVID Program to build strong foundational skills, facilitate peer-to-peer collaboration, and create a college going mindset for students.
- Improve reporting Language development progress with families of English Learners, focused on ELPAC results, credit completion, local assessment data, and teacher observations.
- Utilize a 5D+ Rubric during teaching observations to elevate teaching pedagogy.
- Embedded Zoom training and support for staff in the Altus University Calendar.
- Improved alignment of English Learner Training with the CA EL Roadmap.
- Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.

- Ongoing training for staff focused on contemporary issues facing youth, but with emphasis on building school practices of equity and inclusion.
- Facility ticketing and monitoring system to ensure resource centers remain in good repair status.
- Facility card access control system to manage guest entry as a school safety precaution.
- Evaluate the California Healthy Kids Survey results to determine future school planning as it relates to MTSS.
- Develop a LCAP Infographic to summarize Goals, Actions, Expenditures for educational partners and community members.

# Goals and Actions

## Goal

Goal #	Description
Goal 1	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program.

An explanation of why the LEA has developed this goal.

Audeo Valley is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo Valley credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo Valley is committed to developing and implementing a Pathways Personalized Education Plan (PPEP) for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24						
<b>Basic</b> Teachers appropriately assigned and credentialed	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>*1 teacher mis-assignment</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported *Teacher was in the process of securing an Intern Teaching Credential	2021-22 Results	*1 teacher mis-assignment	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>90% of teachers</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2022-23 Results	90% of teachers		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>All least 90% of teachers are appropriately assigned and credentialed</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	All least 90% of teachers are appropriately assigned and credentialed
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<p><b>Pupil Achievement</b> <u>One-Year DASS Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1" data-bbox="760 248 1064 647"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>89.2%</td> </tr> <tr> <td>Hispanic</td> <td>88.1%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>81.8%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>87.7%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	2021-22 Results		Schoolwide	89.2%	Hispanic	88.1%	White	*	African American	81.8%	2+ Races	*	EL	*	SED	87.7%	SWD	*	<table border="1" data-bbox="1094 248 1388 818"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard (Additional Reports)</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	2022-23 Results		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<table border="1" data-bbox="1738 248 2039 647"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;80%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;80%</td> </tr> <tr> <td>White</td> <td>&gt;80%</td> </tr> <tr> <td>African American</td> <td>&gt;80%</td> </tr> <tr> <td>2+ Races</td> <td>&gt;80%</td> </tr> <tr> <td>EL</td> <td>&gt;80%</td> </tr> <tr> <td>SED</td> <td>&gt;80%</td> </tr> <tr> <td>SWD</td> <td>&gt;80%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	>80%	2+ Races	>80%	EL	>80%	SED	>80%	SWD	>80%
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<p><b>Pupil Engagement</b> <u>High School Dropout Rate:</u> Maintain a dropout rate less than 5% for All Students</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>1.5%</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22 Results		High School	1.5%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Projected Results</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>2.1%</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> High School Dropout Rate as of March 2023</p>	2022-23 Projected Results		High School	2.1%		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>&lt;5%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		High School	<5%
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<p><b>Other Pupil Outcomes</b> <u>Student Confidence Survey:</u> More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment</p>		<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>98%</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22 Results		Schoolwide	98%	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>96%</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22 Results		Schoolwide	96%		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;90%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>90%
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	<p>a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.</p> <p>b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.</p> <p>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.</p>	\$4,685	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate and Support English Language Proficiency for English Learners	<p>a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.</p> <p>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.</p> <p>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.</p> <p>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.</p> <p>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.</p> <p>f) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.</p> <p>g) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.</p>	\$188,591	Yes

Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> <li>a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.</li> <li>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.</li> <li>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.</li> <li>d) Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.</li> <li>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.</li> <li>f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.</li> <li>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.</li> <li>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-</li> </ul>	\$955,402	No
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Action #	Title	Description	Total Funds	Contributing
		<p>solving scenarios.</p> <p>i) Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.</p> <p>j) The School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.</p> <p>k) School staff will provide ongoing field trips that focus on student career and college pathways interest.</p> <p>l) Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<p>a) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.</p> <p>b) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.</p> <p>c) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.</p> <p>d) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.</p> <p>e) Equity and Inclusion (E&amp;I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.</p> <p>f) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.</p>	\$584,106	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.</p> <p>d) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.</p>	\$343,321	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&amp;I and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$11,883	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.</p> <p>d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.</p> <p>e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.</p>	\$230,133	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is focused on increasing student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven Actions included in Goal 1. Upon a careful review of each Action, it is evident that there are no substantive differences to report. An Action summary is provided below:

- **Action 1:** Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments and Illuminate Assessments to inform teaching and learning systems.
- **Action 2:** Implemented the school's English Language Development (ELD) Plan to all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff utilized key platforms, including School Pathways and Naviance to monitor student progress towards meeting individual academic goals and plan for postsecondary pathways. Counselors remained actively involved in the school's MTSS to support the unique needs of students and advise students and parents on viable graduation pathways. Teachers provided live academic instruction focused on increasing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities geared primarily for unduplicated pupils. This included instructional support staff, and an ongoing partnership with a non-profit tutoring organization. Counselors, E&I staff, Homeless and Foster Youth Liaison provided support and coordinated services and support to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services to qualifying students as outlined in their IEP.
- **Action 6:** Staff conducted systematic monitoring of student engagement and achievement by utilizing key Data Integration System platforms, including Naviance, NWEA, Illuminate and Achieve3000. Local monitoring tools and instruments were successfully published and updated to allow staff to conduct timely monitoring of key performance indicators.
- **Action 7:** Ellevation was successfully utilized throughout the year for English Learner monitoring and instructional planning. Data and Assessment Department staff provided ongoing and timely Monthly Storybooks that summarize unduplicated pupils' progress and achievement on key indicators to inform staffs' decision-making related to existing programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

## Action 2



Budgeted Expenditures: \$216,511

Estimated Actual Expenditures: \$165,493

Material Difference: Decrease \$51,018

Explanation: When the preliminary budget was developed, Audeo Valley budgeted for additional FTE for new teachers to anticipate enrollment growth. Audeo Valley did not experience exponential growth in enrollment thus Action 2 decreased due to the budgeted FTE positions not being filled.

### **Action 3**

Budgeted Expenditures: \$833,946

Estimated Actual Expenditures: \$717,659

Material Difference: Decrease \$116,287

Explanation: Preliminary Budget included budgeted FTE positions for Certificated Teacher Resources (CTR) to assist Audeo Valley's general education teachers to support students. Due to a shortage in the workforce, the budgeted CTR positions were not filled.

### **Action 6**

Budgeted Expenditures: \$8,876

Estimated Actual Expenditures: \$44,666

Material Difference: Increase \$35,790

Explanation: Increased FTE staff allocations to align with Action 6 due to additional need for data and assessment staff to collect, analyze, and disseminate key performance measures.

### **Action 7**

Budgeted Expenditures: \$242,772

Estimated Actual Expenditures: \$300,472

Material Difference: Increase \$57,700

Explanation: Increased FTE staff allocations due to additional hours/time spent on assessing and analyzing data for monthly storybook to summarize English Learners, Low Income Students, and Foster Youth performance to increase support of students.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is confident that Goal 1 Actions are contributing to successful student outcomes appropriate for a school identified as DASS. The school was able to meet desired outcomes for the 2022-23 Metrics outlined below:

- Teachers Appropriately Assigned and Credentialed: 90% of teachers

- Projected Chronic Absenteeism Rate: 3.2%
- NWEA Reading Growth: 71%
- NWEA Language Growth: 79%
- NWEA Math Growth: 71%
- Student Attendance Rate: 92.7%
- Middle School Dropout Rate: 0%
- High School Dropout Rate: 2.1%
- Student Confidence Survey: 96%

While the school's Combined Four- and Five-Year Graduation Rate and Smarter Balanced ELA and Mathematics results were less than the desired status outcome for 2021-22, the school is confident that Goal 1 Actions are systematically designed to demonstrate continuous improvement.

A description of any changes made to the planned goal, Metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022 School Dashboard, the CDE published the Combined Four- and Five-Year Graduation Rate as the High School Engagement Indicator, rather than the DASS One-Year Graduation Rate. Therefore, the Combined Four- and Five-Year Graduation Rate has been added as a Goal 1 metric.

Based upon educational partner feedback, the school has adjusted the Metric focused on Teachers Appropriately Assigned and Credentialed to have an annual target of 90%.

As a school identified as DASS, educational partners wanted to add comparison outcomes to the following Metrics: Graduation Rate, Chronic Absenteeism, SBA Math, and SBA ELA. Each of these Metrics will include County DASS school averages and State DASS school averages.

The 2021-22 ELA and Mathematics Summative Assessments results will be considered the baseline year of date. Therefore, the school adjusted the desired outcome for both Metrics. The desired growth is to increase 3 points from the prior year for All Students and significant student groups.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2023-24:

- **Action 2f and Action 2g**: These Actions were realigned from Goal 3 (Professional Learning) to Goal 1 (Teaching and Learning).

- **Action 3a:** The school's Human Resources staff will recruit additional part-time instructional staff, including Resource Center Associates (RCAs) and Learning Associates (LAs) to support the educational program.
- **Action 4a:** RCAs and LAs are included in this action to provide additional and targeted academic tutoring to unduplicated pupils.
- **Action 4c:** The school will provide a fully implemented and robust AVID program to increase student engagement and achievement for historically underserved student groups.
- **Action 5d:** Special Education staff will implement Ascend SMARTER Intervention to support the academic needs of students with disabilities to improve literacy.
- **Action 7c:** School leadership will develop a semester ELD progress report that teachers can share with families of English Learner students to summarize language progress.
- **Action 7d:** Teachers will prepare a semester ELD progress report for each EL student and share with families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
<b>Goal 2</b>	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

Audeo Valley is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24						
<b>Basic</b> Availability of standards aligned instructional materials to every student	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>100% of students</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2021-22 Results	100% of students	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>100% of students</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2022-23 Results	100% of students		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>100% of students</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	100% of students
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<b>Course Access</b> Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2021-22 Results	All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2022-23 Results	All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study
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<b>Course Access</b> Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>100% of pupils with exceptional needs</td> <td></td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2021-22 Results		100% of pupils with exceptional needs		<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>100% of pupils with exceptional needs</td> <td></td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2022-23 Results		100% of pupils with exceptional needs			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>100% of pupils with exceptional needs</td> <td></td> </tr> </tbody> </table>	Desired Outcome for 2023-24		100% of pupils with exceptional needs									
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<b>Course Access</b> Increase the annual number of students completing <u>college credit</u> courses	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Dual Enrollment</td> <td>0</td> </tr> <tr> <td>Articulated Credit</td> <td>20</td> </tr> <tr> <td>Total early college credit</td> <td>0</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2021-22 Results		Dual Enrollment	0	Articulated Credit	20	Total early college credit	0	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Dual Enrollment</td> <td>Not available</td> </tr> <tr> <td>Articulated Credit</td> <td>Not available</td> </tr> <tr> <td>Total early college credit</td> <td>Not available</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Early College Credit results will be available in Fall 2023	2022-23 Results		Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of students completing college credit courses</td> <td>&gt;20 students</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of students completing college credit courses	>20 students
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<b>Course Access</b> Increase annual student participation in <u>Advanced Placement (AP) Courses</u>	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>8 courses</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2021-22 Results		Number of AP Courses Assigned	8 courses	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>11 courses</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> As of March 2023	2022-23 Results		Number of AP Courses Assigned	11 courses		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>&gt;8 courses</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of AP Courses Assigned	>8 courses								
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	<p>a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).</p> <p>b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.</p> <p>c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.</p> <p>d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).</p> <p>e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.</p>	\$199,800	No

Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> <li>a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.</li> <li>b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.</li> <li>c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.</li> <li>d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.</li> <li>e) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.</li> <li>f) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).</li> <li>g) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.</li> </ul>	\$175,403	Yes
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Action #	Title	Description	Total Funds	Contributing
		h) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.		

Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.</li> <li>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.</li> <li>c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.</li> <li>d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.</li> <li>e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.</li> <li>f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.</li> <li>g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.</li> <li>h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.</li> <li>i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.</li> </ul>	\$123,976	No
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Action #	Title	Description	Total Funds	Contributing
		<p>j) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.</p> <p>k) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May 2024 Instructional Meetings to calculate College/Career readiness rate projections.</p> <p>l) Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is focused on providing a broad, rigorous, and accessible course of study to all students that prepares them for college and career pathways. There are three Actions included in Goal 2. After reviewing each Action, the school has concluded that there are no substantive differences to report for Goal 2. An Action summary is provided below:

- Action 1:** The school’s curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC was able to update and align the school’s online curriculum (Edgenuity) to the Smarter Balanced ELA and Mathematics Assessments Blueprint. APAC also adjusted online, and textbook curriculum based upon user feedback, including teachers and students. There was a commitment to refine curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advance curriculum offerings and offered AP Exams at school sites.
- Action 2:** The school was able to successfully provide all students in need of home technology with a school issued Chromebook, along with internet connectivity. In addition, the school’s ELD program is fully implemented and sustained. Historically underserved student

groups continue to have access to a rigorous course of study, including Honors and AP, and specialized instructional materials and coursework to rapidly build foundational skills, literacy and quickly recover failing credits needed for grade level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college/career aspects: Meeting the College Career Indicator (CCI) Prepared Criteria, Applying for Financial Aid, Early College Credit, CTE, Early Assessment Program (EAP), AP Exams registration, and Work Experience Education. The school provided a College and Career Week that included guest speakers from a variety of career fields and colleges to increase awareness of requirements, timelines, and processes. There were eight fully developed Career CTE Pathways available to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 2**

Budgeted Expenditures: \$107,154

Estimated Actual Expenditures: \$250,844

Material Difference: Increase \$143,690

Explanation: Increase in funding resulted in an increase in expenditure i.e., Audeo Valley increased the hours spent for curriculum and professional development to support action 2.3.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's Goal 2 Actions provided all students with a rigorous and well-rounded course of study that ultimately prepares them for future college and career pathways. The school was able to meet desired outcomes for the 2022-23 Metrics below:

- Availability of standards aligned instructional materials to all students: 100%
- Provide all students with access to a broad course of study: 100%
- Design and implement programs and services to pupils with exceptional needs that promote succession transitions: 100%
- Participation in Advanced Placement (AP) courses: 11 courses
- CTE Career Pathways: Eight
- Core courses aligned to CCSS: 100%

- Science courses aligned to NGSS: 100%
- ELA and Social Science courses aligned to ELD Standards: 100%
- Core courses are UC a-g approved: 100%
- CTE courses aligned to CTE Model Curriculum Standards: 100%
- Compliant and accessible Work Experience Education Program: Met

The data for many of the 2022-23 College/Career Readiness Metrics are not available at this time; the school projects that these outcomes will be available in Fall 2023.

As mentioned in other LCAP sections, educational partners want to focus on increasing the percentage of graduates who meet the College/Career Indicator Prepared Criteria. Therefore, the school has added additional Goal 2 Actions designed to increase student participation in CTE, planning for college, and accessing Early College Credit opportunities.

A description of any changes made to the planned goal, Metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The description of Goal 2 and Metrics will remain the same for SY 2023-24. Based upon educational partner reflections, the school has planned the following Action adjustments for the 2023-24 SY:

- **Action 3b:** The school will develop three additional CTE Career Pathway to meet the interest/needs of students and teachers, Animal Science, Retail Sales and Marketing, and Teacher Education.
- **Action 3d:** The school will expand Early College Credit opportunities to all students by partnering with colleges for Dual Enrollment and Articulation Agreements. School staff want all students to experience the benefits of Early College Credit, which include creating equitable access to higher education, preparing for postsecondary pathways, improving GPA, and graduation rates.
- **Action 3i:** To provide students and families with additional support related to applying financial aid for college and career programs, the school has developed a resource page. The school's resource page includes information related to FAFSA and the California Dream Act and how to request additional support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24						
<b>Implementation of State Standards</b> 90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>100% of teachers</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2021-22 Results	100% of teachers	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>100% of teachers as of April 2023</td> </tr> </tbody> </table> <b>Data Source:</b> Locally Reported	2022-23 Results	100% of teachers as of April 2023		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>&gt;90% of teachers</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	>90% of teachers
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th data-bbox="720 250 1035 293">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="720 293 1035 337">100% of teachers</td> </tr> <tr> <td data-bbox="720 337 1035 367"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2021-22 Results	100% of teachers	<b>Data Source:</b> Locally Reported	<table border="1"> <thead> <tr> <th data-bbox="1056 250 1371 293">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1056 293 1371 367">100% of teachers as of April 2023</td> </tr> <tr> <td data-bbox="1056 367 1371 396"><b>Data Source:</b> Locally</td> </tr> </tbody> </table>	2022-23 Results	100% of teachers as of April 2023	<b>Data Source:</b> Locally		<table border="1"> <thead> <tr> <th data-bbox="1728 250 2034 321">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td data-bbox="1728 321 2034 367">&gt;90% of teachers</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	>90% of teachers
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<p><b>Implementation of State Standards</b></p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th data-bbox="720 688 1035 732">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="720 732 1035 776">10 ELAD trainings</td> </tr> <tr> <td data-bbox="720 776 1035 805"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2021-22 Results	10 ELAD trainings	<b>Data Source:</b> Locally Reported	<table border="1"> <thead> <tr> <th data-bbox="1056 688 1371 732">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1056 732 1371 776">11 ELAD trainings</td> </tr> <tr> <td data-bbox="1056 776 1371 805"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2022-23 Results	11 ELAD trainings	<b>Data Source:</b> Locally Reported		<table border="1"> <thead> <tr> <th data-bbox="1728 688 2034 760">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td data-bbox="1728 760 2034 831">At least six annual ELAD trainings</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	At least six annual ELAD trainings
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<p><b>Implementation of State Standards</b></p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th data-bbox="720 1127 1035 1170">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="720 1170 1035 1214">100% of teachers</td> </tr> <tr> <td data-bbox="720 1214 1035 1243"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2021-22 Results	100% of teachers	<b>Data Source:</b> Locally Reported	<table border="1"> <thead> <tr> <th data-bbox="1056 1127 1371 1170">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1056 1170 1371 1214">100% of teachers</td> </tr> <tr> <td data-bbox="1056 1214 1371 1243"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2022-23 Results	100% of teachers	<b>Data Source:</b> Locally Reported		<table border="1"> <thead> <tr> <th data-bbox="1728 1127 2034 1198">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td data-bbox="1728 1198 2034 1243">&gt;90% of instructional staff</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	>90% of instructional staff
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24						
<p><b>Implementation of State Standards</b></p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>98% of staff</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22 Results	98% of staff	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>96% of staff as of April 2023</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2022-23 Results	96% of staff as of April 2023		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>&gt;90% of instructional staff</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	>90% of instructional staff
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<p><b>School Climate</b></p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo Valley</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>100% of students</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22 Results	100% of students	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>97% of students</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2022-23 Results	97% of students		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>&gt;90% of students</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	>90% of students
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<p><b>School Climate</b></p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience at Audeo Valley</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>96% of parents and family</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22 Results	96% of parents and family	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>90% of parents and family</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2022-23 Results	90% of parents and family		<table border="1"> <thead> <tr> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>&gt;90% of parents and family members</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	>90% of parents and family members
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## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.</li> <li>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.</li> <li>c) School Coordinator will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.</li> <li>d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).</li> <li>e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.</li> <li>f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.</li> <li>g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.</li> <li>h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.</li> </ul>	\$45,779	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="665 228 1692 370">i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.</li> <li data-bbox="665 412 1692 480">j) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.</li> <li data-bbox="665 522 1692 664">k) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.</li> <li data-bbox="665 706 1692 808">l) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.</li> <li data-bbox="665 850 1692 953">m) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.</li> </ul>		

Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.</li> <li>b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.</li> <li>c) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.</li> <li>d) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.</li> <li>e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.</li> <li>f) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.</li> <li>g) AU professional development training for staff focused on Equity &amp; Inclusion and how to cultivate reflective and positive discussion with students.</li> </ul>	\$12,937	Yes
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>h) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.</li> <li>i) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.</li> <li>j) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</li> <li>k) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.</li> <li>l) Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.</li> </ul>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is focused on providing instructional staff will ongoing support and professional learning to meet the unique needs of students and family members. There are two Actions included in Goal 3. The school conducted a thorough review of each Action and determined that all but one strategy was implemented. For Action 2f, the school was unable to provide staff with training related to Writing Redesigned for Innovative Teaching Equity (WRITE). WRITE is a specialized literacy training provided by San Diego County Office of Education (SDCOE). WRITE training has been rescheduled to the 2023-24 school year. A Goal 3 Action summary is provided below:

- Action 1: The school created a Professional Learning catalog and made it available to educational partners prior to the start of the school year. The school provided training related to effective implementation of the State Standards to instructional staff throughout the school year. There was special emphasis on Mathematics and ELA since both content domains are critical areas of need. In addition, school staff participated in a wide variety of trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.
- Action 2: The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementation of English Language Development (ELD). The Math Specialist provided instructional staff with support and training focused on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and trainings offered to staff included, Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### Action 3

Budgeted Expenditures: \$10,397

Estimated Actual Expenditures: \$22,465

Material Difference: Increase \$12,068

Explanation: Increased Instructional Support FTE allocation to support action 3.2 i.e. professional development technology training for instructional staff focused on improving the literacy skills and academic achievements for underserved students.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Actions have significantly increased high quality teaching and learning at the school for all students, and unduplicated pupils. **All Goal 3 Metrics were met** for the 2022-23 school year, as summarized below:

- 100% of teachers participated in at least 60 hours of annual professional learning.
- 100% of teachers participated in at least 10 hours of annual Math professional learning.
- The school provided 11 English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- 100% of teachers have completed Leading Edge Certification within three years of their initial employment.

- 96% of staff report high levels of training relevance at Altus University sessions.
- 97% of students report high levels of satisfaction with their educational experience.
- 90% of parents and family members report high levels of satisfaction with their child's overall educational experience.

It is evident that the school's Professional Learning System is meeting the unique needs and requirements of educational partners. While school administration is satisfied with Goal 3 Metric results there is consensus that instructional staff need ongoing and sustained training and coaching related to math and ELA achievement.

A description of any changes made to the planned goal, Metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 3 description and Metrics will remain the same for 2023-24. Based upon reflections, the school will initiate some additional Actions to ensure staff can support the needs of the Whole Child, including EL students, and increase student, parent, and family member engagement. A summary of these new Actions is provided below:

- **Action 1c:** School Coordinator, or instructional leader will utilize a Teaching Observation rubric to conduct informal and formal observations with instructional staff throughout the school year. The 5D+ Rubric Instructional Growth and Teacher Evaluation will be utilized during these teaching observations.
- **Action 1m:** In prior years, the school's primary virtual platform was Microsoft Teams. For 2023-24, school employees have professional Zoom accounts to increase student and parent engagement opportunities. School staff will receive training on how to use Zoom effectively and efficiently.
- **Action 2a:** Better align ELD training to the California EL Roadmap.
- **Action 2c:** Provide specialized training to employees focused on supporting the unique needs of students and parents who are new to the country.
- **Action 2i:** Partner with local organizations, including SAY San Diego to provide specialized training on contemporary issues/challenges facing youth.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

### Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24												
<b>School Climate</b> Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </tbody> </table> Data Source: CA School Dashboard	2021-22 Results		Suspension Rate	0%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </tbody> </table> Data Source: CA School Dashboard  <b>Note:</b> As of April 2023, there have been no student suspensions	2022-23 Results		Suspension Rate	0%		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Suspension Rate</td> <td>&lt;1.5%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Suspension Rate	<1.5%
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## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> <li>a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.</li> <li>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.</li> <li>c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.</li> <li>d) Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.</li> <li>e) Installation of Brivo card access controls at all resource centers and office</li> <li>f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.</li> <li>g) Provide nursing services to support the overall health and social-emotional well-being.</li> <li>h) Provide a Mental Health &amp; Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.</li> <li>i) Provide students and parents with opportunities for input into safety planning.</li> </ul>	\$57,988	No
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Action #	Title	Description	Total Funds	Contributing
		j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.		
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health, and wellness services.</p> <p>f) Meal and Nutrition Program to promote student health and well-being.</p>	\$42,118	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<p>a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.</p> <p>b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.</p> <p>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.</p> <p>d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.</p> <p>e) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.</p> <p>f) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p> <p>g) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.</p>	\$75,661	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 is focused on providing a safe environment and supportive school culture to all educational partners. All three Actions were fully implemented and sustained for the 2022-23 school year. A Goal 4 Action summary is provided below:

- **Action 1:** The Executive School Safety Committee convened regularly to discuss potential safety issues and ensure successful implementation of the School Safety Plan. The school provided multiple opportunities for educational partners to provide input regarding safety procedures and training needs. School Safety Ambassadors attended training and facilitated discussions related to safety topics, including ALICE (Violent Critical Incidents) in ongoing Resource Center Meetings with colleagues. School nurses supported the physical health of the school community. Lastly, Operations and Facilities staff ensured the school sites' systems and structures were adequately prepared for emergency scenarios.
- **Action 2:** The school's Healthy Youth Therapist and Department were able to provide counseling services, referrals and case management to meet the needs of all students. The school actively recruited students to participate in the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website to include information related to health/wellness, and provided a Meal Program available to all students at resource centers.
- **Action 3:** These actions were targeted to meet the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification, case management services, collaborated with community partners, and training to staff. Specialized school staff provided live social-emotional learning opportunities (RISE) for students as part of the school's MTSS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### **Action 3**

Budgeted Expenditures: \$42,691

Estimated Actual Expenditures: \$68,380

Material Difference: Increase \$25,689

Explanation: Increased FTE allocation for school clerks to support Action 3 for homeless & foster youth students to ensure their academic, physical, mental health and social emotional needs are met. Additionally, Audeo Valley increased the budget for nutrition plan to promote students' health and well-being.

An explanation of how effective the specific actions were in making progress toward the goal.

Educational partners are satisfied with Goal 4 Actions and their contributions to providing a safe environment and supportive school culture conducive for teaching and learning. As a result of Goal 4 Actions, the school was able to **meet all 2022-23 Metrics**:

- As of April 2023, the school has a 0% suspension and expulsion rate.
- 97% of students and parents who completed surveys report high levels of school safety satisfaction.
- The school's Safety Plan continues to meet the needs of the school community and remains compliant.

A description of any changes made to the planned goal, Metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 4 description and Metrics will remain the same for 2023-24. Based upon feedback and reflections, the school will initiate some additional Goal 4 Actions:

- **Action 1d:** Utilize ZenDesk platform to support facility ticketing/monitoring.
- **Action 1e:** Install and provide maintenance services to Bravo card access controls at all resource centers and offices as a school safety precaution.
- **Action 1f:** Administer the CHKS to determine the current state of student health and wellness. Information gleaned from the survey will inform decision making related to school programs and services.
- **Action 1h:** Create a Mental Health & Wellness Hub available to all educational partners focused on meeting their diverse physical, social-emotional, and mental health needs.
- **Action 1j:** Provide specialized professional learning to staff focused on first aid, child abuse prevention, and maintaining a safe/professional work environment.
- **Action 3e:** Full implementation of AVID focused on building student academic skills, planning for college, and supporting social-emotional learning.
- **Action 3f:** Integrate key homeless and foster youth resources and services into the school's mental health and wellness hub.

- **Action 3g:** E&I staff available to the school community to assist in community referrals, training, case management, and assisting school leaders with responding to student health emergencies.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 5	Provide innovative, engaging and a community-based resource center to service and support students, parents, and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Basic</b> 100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist	<b>2021-22 Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>
		100% of school facilities <b>Data Source:</b> Locally Reported	100% of school facilities <b>Data Source:</b> Locally Reported		100% of school facilities

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
<p><b>Parental Involvement</b></p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th data-bbox="720 250 1035 289">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="720 289 1035 699"> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> </ul> </td> </tr> <tr> <td data-bbox="720 699 1035 738"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2021-22 Results	<p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> </ul>	<b>Data Source:</b> Locally Reported	<table border="1"> <thead> <tr> <th data-bbox="1056 250 1371 289">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1056 289 1371 748"> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> <li>• Pathways Portfolio Panels</li> </ul> </td> </tr> <tr> <td data-bbox="1056 748 1371 787"><b>Data Source:</b> Locally Reported</td> </tr> </tbody> </table>	2022-23 Results	<p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Title I Family Resource Night</li> <li>• English Learners Advisory Committee Meetings</li> <li>• Open House and Senior Night Events</li> <li>• Family Learning Series</li> <li>• School Site Council Meetings</li> <li>• College &amp; Career Week</li> <li>• School Board Meetings</li> <li>• Pathways Portfolio Panels</li> </ul>	<b>Data Source:</b> Locally Reported		<table border="1"> <thead> <tr> <th data-bbox="1728 250 2043 289">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td data-bbox="1728 289 2043 423"> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p> </td> </tr> </tbody> </table>	Desired Outcome for 2023-24	<p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<p><b>2021-22 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> <li>• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP</li> <li>• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p><b>Parental Involvement</b></p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<p><b>2021-22 Results</b></p> <p>8 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2022-23 Results</b></p> <p>8 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
<p><b>Parental Involvement</b></p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th data-bbox="720 251 1041 289">2021-22 Results</th> </tr> <tr> <td data-bbox="720 289 1041 354">Nine Family Learning Series were provided</td> </tr> <tr> <td data-bbox="720 354 1041 386"><b>Data Source:</b> Locally Reported</td> </tr> </table>	2021-22 Results	Nine Family Learning Series were provided	<b>Data Source:</b> Locally Reported	<table border="1"> <tr> <th data-bbox="1058 251 1379 289">2022-23 Results</th> </tr> <tr> <td data-bbox="1058 289 1379 354">Ten Family Learning Series were provided</td> </tr> <tr> <td data-bbox="1058 354 1379 386"><b>Data Source:</b> Locally Reported</td> </tr> </table>	2022-23 Results	Ten Family Learning Series were provided	<b>Data Source:</b> Locally Reported		<table border="1"> <tr> <th data-bbox="1730 251 2045 289">Desired Outcome for 2023-24</th> </tr> <tr> <td data-bbox="1730 289 2045 375">At least six annual Family Learning Series offered to parents and family members</td> </tr> </table>	Desired Outcome for 2023-24	At least six annual Family Learning Series offered to parents and family members
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<p><b>Parental Involvement</b></p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p><b>Note:</b> 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th data-bbox="720 544 1041 581">2021-22 Results</th> </tr> <tr> <td data-bbox="720 581 1041 646">97% of parents and family members</td> </tr> <tr> <td data-bbox="720 646 1041 678"><b>Data Source:</b> Locally Reported</td> </tr> </table>	2021-22 Results	97% of parents and family members	<b>Data Source:</b> Locally Reported	<table border="1"> <tr> <th data-bbox="1058 544 1379 581">2022-23 Results</th> </tr> <tr> <td data-bbox="1058 581 1379 646">100% of parents and family members</td> </tr> <tr> <td data-bbox="1058 646 1379 678"><b>Data Source:</b> Locally Reported</td> </tr> </table>	2022-23 Results	100% of parents and family members	<b>Data Source:</b> Locally Reported		<table border="1"> <tr> <th data-bbox="1730 544 2045 581">Desired Outcome for 2023-24</th> </tr> <tr> <td data-bbox="1730 581 2045 646">&gt;90% of parents and family members</td> </tr> </table>	Desired Outcome for 2023-24	>90% of parents and family members
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## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> <li>a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.</li> <li>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.</li> <li>c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.</li> <li>d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.</li> <li>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.</li> <li>f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.</li> <li>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.</li> <li>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.</li> <li>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,</li> </ul>	\$457,061	No
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Action #	Title	Description	Total Funds	Contributing
		<p>and communication.</p> <p>j) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>k) Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.</p> <p>l) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.</p> <p>m) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.</li> <li>b) Coordinate transportation services for foster youth to increase access to the resource center for educational support and services.</li> <li>c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.</li> <li>d) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.</li> <li>e) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</li> <li>f) Provide translated materials and resources for parents and family members of English Learners.</li> <li>g) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</li> <li>h) Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.</li> <li>i) Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.</li> <li>j) Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.</li> </ul>	\$12,993	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is designed to provide community-based resource centers that are innovative in design and capable of engaging students, parents, and family members. While Audeo Valley's instructional model is non-classroom based, school leadership wants to provide a physical school environment that students can attend throughout the school week to interact with peers, participate in live instruction, access school equipment, and meet with school staff. There are two Actions included in Goal 5. Upon reviewing each Action, school staff have determined that there are no substantive differences to report. Key Actions are summarized below:

- **Action 1:** The school provided multiple opportunities for students, parents and family members to interact with staff and learn about important programs and services. These school events included Open House, Senior Night Events, and Family Learning Series. At school events, staff teach students and parents how to use communication and academic tools, including School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, School Website and Naviance.
- **Action 2:** These are targeted Actions for English Learners, Low-Income, and Foster Youth. Key actions included providing bus passes to Foster Youth, facilitating engaging English Learner Advisory Committee (ELAC) meetings to increase involvement of parents of English Learners, bilingual staff who can provide translation services, and translated materials/resources for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### Action 1

Budgeted Expenditures: \$288,885

Estimated Actual Expenditures: \$371,419

Material Difference: Increase \$82,534

Explanation: Increase in facility costs and community outreach/awareness to support Action 1.

### Action 2

Budgeted Expenditures: \$500

Estimated Actual Expenditures: \$1,380

Material Difference: Increase \$880

Explanation: Increased bilingual staff support to assist in non-English speaking families.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community is satisfied with how Goal 5 Actions were able to increase engagement and innovation at Audeo Valley. **All Goal 5 Metrics were met** for the 2022-23 school year:

- 100% of school facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- The school maintained formal partnerships with community-based organizations to support the needs of the 'Whole Child'.
- There were ten Family Learning Series offered to parents and family members.
- 100% of parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, Metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 5 Description and Metrics will remain the same for 2023-24. However, based upon data analysis and reflection the school have designed additional Actions:

- **Action 1j:** DocuSign, Zoom, and Adobe programs to improve work efficiency for staff and enhance communication with the school community.
- **Action 1k:** Research focused on utilization of Virtual Reality platform and technologies for teaching and learning.
- **Action 1i:** Refine systems to administer the CHKS to students.
- **Action 1m:** Increase community awareness of the school's unique ability to help struggling students reengage in school, academically succeed, and prepare for post-secondary pathways.

- **Action 2a:** Conduct outreach and recruitment to involve more families in the annual Family Resource Night.
- **Action 2e:** Provide all parents and families of English learner students with an annual ELD progress report to foster engagement and goal development.
- **Action 2h:** Disseminate a multilingual LCAP infographic to the school community focused on highlighting targeted programs and services for unique learners.
- **Action 2i:** Integrate a feedback form into the school's Health and Wellness Hub to solicit input and needs from educational partners.
- **Action 2j:** Utilize language interpretation features provided in Zoom at school events to increase school connectiveness and access for non-English speaking families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$812,909	\$85,623

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.29%	0%	\$0	27.29%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based upon educational partner feedback and data analysis, the school plans to initiate Increased or Improved Services designed to benefit foster youth, English learners (EL), and low-income students **to a greater extent** than students who are not low-income, EL and/or foster youth. These LEA-wide Contributing Actions are outlined below and upgrades the entire educational program for all students:

- **Goal 1, Action 4a:** As provided in the Engaging Education Partners section, teacher feedback indicated that they need additional instructional **support staff** to provide direct tutoring services to students who are struggling to make adequate academic progress in core courses. To address these needs, the Human Resources Department will conduct targeted recruitment of RCAs and CTRs to fill vacancies. Instructional aides and assistants can help implement differentiated instruction techniques, tailoring instruction to meet the diverse needs of students. We expect these actions to lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on Smarter Balanced Assessments.
- **Goal 1, 4b:** Based upon data analysis, school staff indicated a need to provide high-dosage academic tutoring opportunities for students struggling in ELA and Mathematics. Specifically, foster youth, English learners and low-income students are struggling the most in these academic areas. To address this need, the school will partner with a **non-profit organization to provide high dosage tutoring**

throughout the school week, focused on skill development, direct instruction, guided practice, and independent practice opportunities. Educational research<sup>1</sup> indicates that high dosage tutoring programs can help students overcome learning challenges and make significant progress in their studies. The school expects this supplemental tutoring program to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language.

- **Goal 1, Action 4c:** Based upon educational partner feedback and college/career readiness outcomes, the school wants to improve programs and services that prepare students for post-secondary pathways. To address these needs, the school will offer an **AVID Program** which is focused on building healthy and sustainable study habits and college/career readiness. Educational research<sup>2</sup> indicates that AVID is effective in improving student outcomes related to college/career readiness. We expect the AVID Program to lead to improvements in the percentage of unduplicated pupils graduating on-time, finishing UC a-g requirements, and scoring proficient on SBAs.
- **Goal 1, Action 4d:** Educational partners indicated that students need additional guidance as it relates to college/career readiness, social emotional support, and equity/access. To address these needs, the school will provide **counselors** who provide academic guidance to students, help students explore career options, navigate the college application process, understand financial aid opportunities, help address student personal and social issues, and identify and address barriers that marginalized students may face, such as lack of resources. Educational research<sup>3</sup> indicates that counselors are essential for supporting students' holistic development, academic achievement, and future success. We expect counseling services to increase the number of unduplicated students graduating on-time, prepared for college/career pathways, and reporting high-levels of satisfaction with the educational program.
- **Goal 1, Action 4e:** School administrators want to continue to integrate Equity and Inclusion (E&I) services into the school's Multi-Tiered System of Support (MTSS). There is consensus that **E&I services** will elevate academic achievement, social-emotional well-being, school climate, and college/career readiness. Research<sup>4</sup> indicates that E&I services address potential disparities and provide targeted support to marginalized students and can help narrow achievement gaps. The school expects these E&I services to improve academic outcomes, including increased engagement and higher graduation rates, particularly for unduplicated pupils.

<sup>1</sup> "Accelerating Student Learning with High Dosage Tutoring." February 2021.

[https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Design\\_Principles\\_1.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf).

<sup>2</sup> "AVID Participation in High School and Post Secondary Success: An Evaluation and Cost Analysis." September 2021. <https://ies.ed.gov/ncee/wwc/study/90255>.

<sup>3</sup> "Creating College Opportunity: School Counselors and Their Influence on Postsecondary Enrollment." November 2013. <https://eric.ed.gov/?id=EJ1039149>.

<sup>4</sup> "Culturally Responsive Leading and Learning: Addressing Equity Through Student and Family Voice." June 2020.

[https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog27\\_culturally-responsive-leading-and-learning\\_addressing-equity.asp](https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog27_culturally-responsive-leading-and-learning_addressing-equity.asp).

- **Goal 1, Action 4f:** Educational partners provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. Specific feedback included, ‘these basic needs must be met to keep them engaged in school and achieving.’ To address these needs, a **homeless and foster youth liaison** will provide case management services to children and youth in transition and other vulnerable student groups. A dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. The school expects these services to improve engagement metrics (chronic absenteeism, attendance, drop out rate, and graduation rate) for foster youth.
- **Goal 2, Action 2a:** There is consensus amongst the entire school community that providing all students with access to home technology and internet service can have several positive impacts on their learning and academic outcomes. To address these needs, the school will provide a Chromebook and internet service to all families in need to help bridge the digital divide and promote equity in education. Students from socioeconomically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a ‘homework gap’ that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the **Altus Connect Program** to improve digital access and equity, expanded learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.
- **Goal 2, Action 2b:** Instructional staff want to create and develop a curriculum that can meet the diverse needs and learning styles of all students, particularly Students with Disabilities and English Learners. To meet these needs, The school’s curriculum departments (APAC), integrates **Universal Design for Learning (UDL)** guidelines into the core curriculum. Educational resources<sup>5</sup> indicate that UDL can increase student engagement and academic achievement because it provides multiple means of representation and expression to accommodate different learning preferences and abilities. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.
- **Goal 2, Action 2c:** Based upon English learner performance on the Summative English Language Proficiency Assessment for California, the school wants to increase the percentage of ELs making progress towards English language proficiency. To meet these needs, the school will utilize **Achieve3000** which is an online literacy platform that aims to improve reading comprehension and vocabulary skills for students, including English learners. It provides differentiated content based on individualized reading levels and offers various tools and activities to support language acquisition. Educational partners and resources<sup>6</sup> suggest that this literacy program will ultimately help English learners improve performance on ELPAC because it is designed to match text based upon student reading abilities, provides differentiation/personalization features, and adjusts the difficulty level over time. While this program will certainly benefit English learners,

<sup>5</sup> “UDL in a Distance Learning Environment Webinar.” April 2020. <https://www.cde.ca.gov/ls/he/hn/udlapril24webinarnotes.asp>.

<sup>6</sup> “Achieve3000.” February 2018. <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/691>.

staff suggests that it will help other students who may be considered struggling readers.

- **Action 2, Action 2d:** As previously mentioned school staff want to support the English development of ELs while increasing their engagement in school related activities and course completion. To meet these needs, the school will utilize **BrainPOP and BrainPOP ELL** as an educational tool that will be integrated into the school's English Language Development (ELD) Program. School staff indicates that this program can help ELs in several ways, including providing engaging animated videos, comprehension activities, vocabulary development, grammar instruction, writing and speaking practice, and cultural awareness. The school expects these services to improve the school's ELPI and other engagement metrics (e.g., attendance, chronic absenteeism, drop out). Because of the engaging animated videos, other students can benefit from this program to learn course content, develop language skills, and make learning more fun.
- **Goal 2, Action 2e:** Based upon educational partner feedback and data analysis, many new students enroll several grade levels behind in reading and mathematics. Therefore, it is essential to accelerate academic skill development and close achievement gaps. To meet these needs, the school will provide **Edgenuity MyPath Individual Learning Plans** (ILPs) that provide targeted instruction and support tailored to the specific needs of each learner. Staff and instructional leaders report that when this type of program is implemented with fidelity and supported by well-trained educators, they can accelerate learning, improve academic skills, and close achievement gaps for students from low-income backgrounds or historically marginalized groups. The school expects these services to increase the percentage of students meeting their individualized NWEA Spring Growth target.
- **Goal 2, Action 2f:** Based upon College and Career Readiness data, the school wants to increase the percentage of graduates who are meeting the CCI Prepared criteria. In addition, the school wants to close opportunity gaps that exists for English Learners. To meet these needs, the school will conduct **targeted recruitment of English Learners to participate in Honors and Advanced Placement (AP)** coursework. By recruiting ELs to participate in AP and Honors programs, the school is taking actionable steps to close potential opportunity gaps and promoting educational equity. The school expects these services to lead to an increase in the number of ELs taking advanced coursework and meeting the CCI Prepared criteria on the school dashboard. As the school creates flyers and disseminates information to the school community, these efforts will likely lead to other students seeing the benefits of advanced programs and greater participation schoolwide.
- **Goal 2, Action 2g:** School staff is committed to closing opportunity gaps that may exist for student groups in education. To meet these needs, the school's Equity and Inclusion (E&I) personnel will **coordinate a multi-faceted and comprehensive approach with the school community that prioritizes equity, inclusivity, and the success of all students**. These E&I strategies will include data analysis, monitoring, program development, professional development, training, collaboration, partner with community-based organizations, targeted support for underserved student groups, parent and family engagement, and a focus on continuous evaluation and improvement. The school expects these services to increase the percentage of graduates who are meeting the CCI Prepared criteria, particularly for unduplicated pupils.

- **Goal 2, Action 2h:** Teachers and counselors continue to report that many new students enroll because they are credit deficient and are not on-track to graduate with their high school cohort. To meet these needs, the school will provide **Edgenuity Prescriptive Testing** courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. Staff and instructional leaders report that credit recovery classes can support students' transitions to postsecondary education or the workforce. By enabling students to recover credits and graduate on time, these programs increase students' options and opportunities for further education or career pathways. The school expects these programs to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Audeo Valley has an enrollment of unduplicated pupils which exceeds 74.16% of total enrollment. The school's required percentage to increase or improve services for unduplicated students is 27.29% and the estimated increased apportionment is \$812,209. Services for English Learners, Low Income and Foster Youth are being increased or improved through a range of Targeted Actions determined by educational partners that provides services for all groups, or principally directed to a single group. Targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement, and prepare for college/career pathways. For the 2023-24 school year, the school has planned increased or improved services that amount to a total of \$1,127,953, which is 37.86% of the LCFF Base Grant.

In the previous Increased or Improved section, the school has planned Contributing Actions that have a LEA-Wide Scope: Goal 1, Action 4 and Goal 2, Action 2. The school expects Goal 1, Action 4 to total \$458,442 and Goal 2, Action 2 to total \$158,717. These LEA-Wide Contributing Actions will represent a 20% planned increase or improvement of services for unduplicated pupils.

Of the Targeted Actions to Increase and Improve Services described within this plan, several are services that are provided only to **unduplicated students and their families**, which are considered a Limited Scope. These **Limited Scope** Actions are outlined below and will represent a 17% increase or improvement of services to unduplicated pupils:

**Goal 1, Action 2: Evaluate and Support English Language Proficiency for English Learners:** This Targeted Action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. School instructional leaders will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of

English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate. It is estimated that this Targeted Action will total \$188,591 and represent a 6.3% increase or improvement of services to English Learners.

**Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This Targeted Action is based on data analysis of opportunity gaps and feedback from the school community. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism, and Credit Completion to inform the decision-making progress related to instruction, curriculum, E&I, and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 Metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate. It is estimated that this Targeted Action will total \$230,133 and represent a 7.7% increase or improvement of services to unduplicated student groups.

**Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This Targeted Action is based on data analysis conducted by educational partners and feedback related to professional learning needs. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2023-24, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department (ELAD). In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. Writing Redesigned for Innovative Teaching Equity (WRITE) is focused on enhancing teacher knowledge and skills in evidence-based instructional practices that promote effective literacy development. Research suggests that literacy training programs can help teachers develop a deep understanding of equity and culturally sustaining pedagogy, enabling them to create inclusive and equitable literacy instruction for historically underserved students. The school expects these services to positively impact students' language skills, comprehension, and overall literacy achievement (English Language Progress Indicator, EL Reclassification Rates, SBA ELA). And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of



unduplicated count students. The school will partner with community-based organizations to provide training to enhance teachers' understanding of student experiences, enabling them to create more relevant and meaningful learning opportunities. Educational research indicates that training programs focused on contemporary issues often emphasize social-emotional learning, the importance of inclusivity, diversity, and cultural competence. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration, and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations, and student/parent satisfaction with their educational experience. The school expects this Contributing Action to total \$8,916 and be equivalent to less than 1% of the increased or improved services.

**Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. The Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. Students will also benefit from the newly created Mental Health and Wellness Hub that will integrate homeless and foster youth resources. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for students to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school, and supported. Effectiveness of these actions will be determined by analyzing Metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys. The school expects this Targeted Action to total \$70,661 and represent a 2.3% increase or improvement of services for Low Income and Foster Youth.

**Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings, and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all these engagement opportunities, the school will recruit parents of English Learner students by using Zoom translation features, translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion (E&I) staff will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will coordinate transportation services to qualifying students. Effectiveness of these actions will

be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate. These Targeted Actions to engage unduplicated pupils and families is estimated to total \$12,493 and represent less than 1% or increased and improved services.

In conclusion, the school plans to continually monitor the effectiveness of these Targeted Actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. The school will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Audeo Valley is a charter school and does not have such comparison schools by which to calculate staff increases. The school, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, the school has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions. As outlined in Goal 1, Action 4, these additional support staff positions will provide additional and targeted tutoring to increase student progress and course completion rates for unduplicated pupils. These support staff positions can facilitate one-on-one and small group instruction focused on improving student proficiency in Mathematics and English Language Arts. Educational partners believe that these additional support staff will help the school improve performance in Metrics related to student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is committed to enhancing recruitment strategies to find and retain high quality instructional support staff. HR has expanded their recruitment channels to tap into talent pools and connect with highly skilled individuals. HR utilizes EDJOIN, LinkedIn, and Handshake as recruitment platforms. In addition, HR participates in both virtual and in-person job fairs to find qualified applicants, posts flyers throughout the community, and partners with surrounding colleges and universities as recruitment efforts.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	82:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	23:1

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,687,231	\$ 206,546	\$ 218,114	\$ 409,946	3,521,837	\$ 2,894,085	\$ 627,752

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ 1,600	\$ -	\$ -	\$ 3,085	\$ 4,685
1	2	Evaluate English Language Proficiency for English Learners	English Learners	\$ 188,591	\$ -	\$ -	\$ -	\$ 188,591
1	3	Academic Instruction and Support for All Students	All	\$ 697,055	\$ 50,646	\$ -	\$ 207,701	\$ 955,402
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 458,442	\$ -	\$ -	\$ 125,664	\$ 584,106
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 79,580	\$ 14,557	\$ 218,114	\$ 31,070	\$ 343,321
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 11,883	\$ -	\$ -	\$ -	\$ 11,883
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 230,133	\$ -	\$ -	\$ -	\$ 230,133
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 182,433	\$ 17,367	\$ -	\$ -	\$ 199,800
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 158,717	\$ -	\$ -	\$ 16,686	\$ 175,403
2	3	College/Career Pathways for All Students	All	\$ -	\$ 123,976	\$ -	\$ -	\$ 123,976
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 43,440	\$ -	\$ -	\$ 2,339	\$ 45,779
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 8,916	\$ -	\$ -	\$ 4,021	\$ 12,937
4	1	Safe and Supportive Schools for All Students	All	\$ 57,088	\$ -	\$ -	\$ 900	\$ 57,988
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 39,038	\$ -	\$ -	\$ 3,080	\$ 42,118
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 70,661	\$ -	\$ -	\$ 5,000	\$ 75,661
5	1	Engagement Opportunities for All Students	All	\$ 447,161	\$ -	\$ -	\$ 9,900	\$ 457,061
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 12,493	\$ -	\$ -	\$ 500	\$ 12,993

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,979,220	\$ 812,909	27.29%	0.00%	27.29%	\$ 1,127,953	0.00%	37.86%	<b>Total:</b>	\$ 1,127,953
								<b>LEA-wide Total:</b>	\$ 617,159
								<b>Limited Total:</b>	\$ 510,794
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 188,591	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 458,442	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 230,133	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	LEA-wide	English Learners & Low-Income	All	\$ 158,717	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 8,916	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 70,661	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 12,493	0.00%

## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,768,436.00	\$ 2,955,008.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ 20,159	\$ 20,938
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 216,511	\$ 165,493
1	3	Academic Instruction and Support for All Students	No	\$ 833,946	\$ 717,659
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 318,424	\$ 292,509
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 311,137	\$ 335,451
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 8,876	\$ 44,666
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 242,772	\$ 300,472
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 183,272	\$ 180,687
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 42,917	\$ 46,921
2	3	College/Career Pathways for All Students	No	\$ 107,154	\$ 250,844
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 41,841	\$ 38,262
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 10,397	\$ 22,465
4	1	Safe and Supportive Schools for All Students	No	\$ 49,109	\$ 52,311
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 49,845	\$ 45,151
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 42,691	\$ 68,380
5	1	Engagement Opportunities for All Students	No	\$ 288,885	\$ 371,419
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 500	\$ 1,380

### 2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 725,681	\$ 638,895	\$ 897,620	\$ (258,725)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 216,511	\$ 165,493.00	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 98,865	\$ 292,509.00	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 242,772	\$ 300,472.00	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 40,226	\$ 46,921.00	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 2,130	\$ 22,465.00	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 37,891	\$ 68,380.00	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 500	\$ 1,380.00	0.00%	0.00%

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,722,287	\$ 725,681	0.00%	26.66%	\$ 897,620	0.00%	32.97%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory Metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory Metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of Metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.



These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of Metrics other than the statutorily required Metrics
- Determination of the desired outcome on one or more Metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated Metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related Metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or Metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of Metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of Metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any Metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated Metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different Metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and Metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable Metrics not addressed within the other goals in the LCAP. The state priorities and Metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related Metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include Metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated Metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, Metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include Metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated Metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, Metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify Metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some Metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.



The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.



The Metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable Metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more Metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use Metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the Metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific Metrics within the goal that are applicable to the action(s). Grouping actions with Metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of Metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and Metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, Metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.



- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.



- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## **Performance Standards**

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.



## **Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **10%**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

## OPTION 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					<b>X</b>
Health Education Content Standards					<b>X</b>
Physical Education Model Content Standards					<b>X</b>
Visual and Performing Arts					<b>X</b>
World Language					<b>X</b>

### Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					<b>X</b>
Identifying the professional learning needs of individual teachers					<b>X</b>
Providing support for teachers on the standards they have not yet mastered					<b>X</b>

#### Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

## **Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

### **Parental Involvement and Family Engagement (LCFF Priority 3)**

#### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	<b>5 – Full Implementation and Sustainability</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	<b>5 – Full Implementation and Sustainability</b>
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	<b>5 – Full Implementation and Sustainability</b>
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	<b>5 – Full Implementation and Sustainability</b>

### Building Relationships Dashboard Narrative Boxes



**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school engages educational partners in meaningful participation of the school's programs and systems of continuous improvement. The school partners with families to create a Pathways Personalized Education Plan (PPEP) for each student that reflects their strengths, learning style, interests, and post-secondary goals. In partnership with parents, school staff monitor student progress towards PPEP goals and systematically adjust throughout the school year. This process is built on an established trusting relationship between school and family whereas parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 97.5% of parents report being able to provide input and feedback to the school through multiple ways. Based on stakeholder Needs Assessment, the school has identified that a primary requirement of students and parents is a safe and supportive learning environment. Survey results indicate that 100% of parents and 100% of students report that their school is safe and supportive. Additionally, the school values the partnership between school staff and families as the foundation of parent and family engagement. Over 89.7% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 100% of parents report that the school provides innovative and engaging learning environments.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. AVCS regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated and of interpreters made available for calls and meetings. The school will continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for

parents and families will be available. Utilization of Parent Square further provides communication and engagement of educational partners with the school.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	<b>5 – Full Implementation and Sustainability</b>
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	<b>5 – Full Implementation and Sustainability</b>
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	<b>5 – Full Implementation and Sustainability</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	<b>5 – Full Implementation and Sustainability</b>

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school provides professional learning and support to teachers, support staff, and leadership to improve the school's capacity to partner with educational partners and provide a high-quality education for every student. Currently, 100% of teachers have exceeded the school's goal to participate in at least 60 hours of professional learning. The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

AVCS is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	<b>5 – Full Implementation and Sustainability</b>
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	<b>5 – Full Implementation and Sustainability</b>
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	<b>5 – Full Implementation and Sustainability</b>
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	<b>5 – Full Implementation and Sustainability</b>

### Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school engages educational partners in its processes for continuous improvement and prioritizes building capacity of staff and families to engage in advisory groups and decision making. The school provides training for School Site Council members annually and holds regular meetings to develop, refine, and update the LCAP Federal Addendum. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides trainings, resources, supports, and feedback opportunities throughout the school year. The school holds a variety of Resource Center events that focus on family engagement and provide opportunities for input into the school's programs. Additionally, the school seeks input into the Local Control Accountability Plan (LCAP) through an annual survey. In 2022-2023 the school received input from over 140 students and parents and used the results in the development of the 2023-2024 LCAP.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

Educational partner input into decision making is actively sought through multiple venues. AVCS will continue to seek to improve input into decision making from our educational partners through the implementation of parent square as a communication tool, soliciting input and educational partner feedback through annual engagement surveys, opportunities to participate in Parent nights, Senior nights, Family Learning opportunities, representation on the School Council, the English Language Advisory Committee, and involvement in College/Career week.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will provide translated materials and resources for parents and family members of English Learners.

## Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 6 are provided below.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

**1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

AVCS administers an Annual LCAP Stakeholder Engagement Survey to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. Over the last five years, survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of AVCS's LCAP. In order to monitor the success of AVCS's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2022-2023, AVCS exceeded this metric. Over 96.9% of students reported that they felt safe at AVCS and 97.4% of parents reported that they feel their child is safe at AVCS. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2022-2023 AVCS's suspension rate was 0.0% and expulsion rate was 0.0%.

**2. MEANING: What do the disaggregated results (if applicable) of the survey and other**

**data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

These metrics indicate that students' needs are being met in a positive and supportive learning environment that protects and encourages their participation and engagement in school. Confidence surveys show an increase after 90 days of enrollment in students' confidence in their ability and skills to learn and succeed in school and in their receiving of the support from their teacher to succeed in school compared to prior to enrolling.

**3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In addition to an Annual LCAP Stakeholder Engagement Survey the LEA will also administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Educational partners have provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. To address these needs, a homeless and foster youth liaison will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations.

## Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2022-2023 Audeo Valley Charter School served 239 students in grades 6-12. The student demographics include:

- Percentage of Students with Disabilities: 17.0%
- Percentage of English Learners: 10.0%
- Percentage of Socioeconomically Disadvantaged: 74.9%
- Percentage of Homeless and Foster Youth (FY): 1.5%

AVCS qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

AVCS uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**



The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing AVCS from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the school has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.

# Audeo Valley Charter School

## Assumptions for Preliminary Operational Budget FY 2023-24

Audeo Valley Charter School is an independent study program. Audeo Valley takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like Audeo Valley, are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo Valley is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- \* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo Valley is 74.16%.
- \* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## **BUDGET INFORMATION**

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2023-24 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley's Preliminary Operational Budget.

**Table 1:**

Description	FY 2023-24
Adjusted Grades 4-6 Base Grant	\$10,069
Adjusted Grades 7-8 Base Grant	\$10,367
Adjusted Grades 9-12 Base Grant	\$12,327
Statutory Cost of Living Allowance (COLA)*	8.22%
Audeo Valley's Unduplicated Pupil Percentage (Rolling Average)	74.16%
District's Unduplicated Pupil Percentage (MVUSD)	79.83%

Revenues were calculated based on the following enrollment and ADA:

**Table 2:**

Description	FY 2023-24 (Projected P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	267	257	271
CBEDS Enrollment	242	239	235
Students Served	389	352	342
ADA:			
Grade 4-6	10.49	10.37	11.70
Grade 7-8	46.39	45.88	35.36
Grade 9-12	194.10	191.93	198.73
<b>Total ADA</b>	<b>250.98</b>	<b>248.18</b>	<b>245.79</b>

### REVENUE PROJECTIONS

**Table 3:**

Description	FY 2022-23
LCFF Sources	\$3,792,129
Federal Revenues	466,682
State Revenues Other than LCFF	463,651
Local Revenues	4,600
<b>Total Projected Revenues</b>	<b>\$4,727,062</b>

- **In Lieu of Property Taxes** of \$1,147.53 per current year (CY) P-2 ADA is based on FY 2022-23 P-1 rate for Moreno Valley Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends lottery funding is projected based on PY annual ADA. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

**Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo Valley has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo Valley's ESSER III revised allocation is \$371,394 and of that amount, \$3,664 was spent in FY 2021-22. Audeo Valley included \$91,822 in its FY 2022-23 Preliminary Budget but with the increases in LCFF and local revenues, budgeted amount was lowered to \$8,708. The remaining allocation of \$359,022 is included in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$887.40 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$130 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo Valley chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.85 for Grades K-8 and \$55.17 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo Valley included \$125,072 in its budget for this fiscal year.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to

local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Audeo Valley has developed and adopted a Plan for usings its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Audeo Valley’s allocation total is \$27,419 and of this amount the first 80% apportionment of \$21,935 was recorded in FY 2021-22. The remaining 20% amounting to \$5,484 is included in this budget.

- **Arts, Music, and Instructional Materials Block Grant** – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditure of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Audeo Valley is \$163,715. The deadline for obligation of this fund is FY 2025-26. Audeo Valley included \$27,286 in this budget.

#### **NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**

**Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*)	1100	11.20
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	0.91
Certificated Supervisor & Administrator	1300	1.26
Other Certificated Teacher Resource (CTR)	1900	5.00
Instructional Aide (RCA)	2100	3.13
Classified Support	2200	0.15
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	3.12
Other Classified	2900	0.06
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>25.25</b>

- \* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2023-24, we estimated the Special Ed population at 18%.

**EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	<b>Object</b>	<b>Certificated</b>	<b>Classified</b>
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.68%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,600			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.16%	1.16%

**NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700**

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo Valley has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

**RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200**

Audeo Valley has allocated \$15,804 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

**PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800**

The total budget amount for Object Code 5800 is \$435,921 representing 9.2% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student file audit, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo Valley will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo Valley reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo Valley has deployed an integrated marketing plan to support organizational growth. To reach Audeo Valley's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2023-24, Audeo Valley has allocated \$70,906 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

## **AUTHORIZER OVERSIGHT FEES**

Audeo Valley will pay its authorizer (Riverside County Office of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo Valley has budgeted \$37,921 for FY 2023-24 for oversight fees.

## **RESERVES**

Audeo Valley has allocated reserves of \$378,164 for FY 2023-24 representing 8% of total revenues of \$4,727,062.

## **FACILITIES**

Audeo Valley carries contractual lease agreements with an annual cost of \$216,288 for fiscal year 2023-24. The total cost of the current lease contracts from July 2023 thru the end of the lease term (Year 2027) is \$899,489.



# AudeoValley Charter School

## Preliminary Operational Budget FY 2023-24

### REVENUES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES</b>		
LCFF State Aid - Current Year	8011	+ \$ 2,579,058.00
Education Protection Account (EPA)	8012	+ 925,064.00
In Lieu of Property Taxes - Current Year	8096	+ 288,007.00
<b>TOTAL, LCFF SOURCES</b>		<b>= \$ 3,792,129.00</b>
<b>FEDERAL REVENUES</b>		
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ \$ 31,070.00
Title I, Part A - Improving Basic Programs	8290	+ 55,421.00
Title II, Part A - Supporting Effective Instruction	8290	+ 8,041.00
Title III, Part A - English Learner Student Program	8290	+ 3,128.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+ 10,000.00
Elementary and Secondary School Relief (ESSER) III	8290	+ 359,022.00
<b>TOTAL, FEDERAL REVENUES</b>		<b>= \$ 466,682.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>		
Mandate Block Grant	8550	+ \$ 11,705.00
Lottery: Unrestricted	8560	+ 44,066.00
Lottery: Instructional Materials	8560	+ 17,367.00
Special Education	8792	+ 218,114.00
Special Education: Mental Health Services - Level 2	8590	+ 14,557.00
Educator Effectiveness	8590	+ 5,484.00
Career Technical Education Incentive Grant	8590	+ 125,072.00
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	+ 27,286.00
<b>TOTAL, OTHER STATE REVENUES</b>		<b>= \$ 463,651.00</b>
<b>LOCAL REVENUES</b>		
Interest Income	8660	+ \$ 4,000.00
All Other Local Revenue	8699	+ \$ 600.00
<b>TOTAL, LOCAL REVENUES</b>		<b>= \$ 4,600.00</b>
<b>TOTAL, REVENUES</b>		<b>\$ 4,727,062.00</b>

# Audeo Valley Charter School

## Preliminary Operational Budget FY 2023-24

### EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>CERTIFICATED SALARIES</b>		
Certificated Teachers' Salaries	1100 + \$	1,118,783.00
Certificated Pupil Support Salaries	1200 +	89,023.00
Certificated Supervisors' & Administrators' Salaries	1300 +	205,106.00
Other Certificated Salaries	1900 +	228,442.00
<b>TOTAL, CERTIFICATED SALARIES</b>	<b>= \$</b>	<b>1,641,354.00</b>
<b>CLASSIFIED SALARIES</b>		
Classified Instructional Salaries	2100 + \$	113,121.00
Classified Support Salaries	2200 +	9,316.00
Classified Supervisors' & Administrators' Salaries	2300 +	72,795.00
Clerical, Technical and Office Staff Salaries	2400 +	187,596.00
Other Classified Salaries	2900 +	6,663.00
<b>TOTAL, CLASSIFIED SALARIES</b>	<b>= \$</b>	<b>389,491.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100 + \$	317,989.00
PERS Retirement	3200 +	97,644.00
Social Security/Medicare	3300 +	52,138.00
Health and Welfare	3400 +	562,694.00
Unemployment Insurance	3500 +	1,015.00
Workers Compensation	3600 +	23,558.00
<b>TOTAL, EMPLOYEE BENEFITS</b>	<b>= \$</b>	<b>1,055,038.00</b>
<b>TOTAL, PERSONNEL COST</b>	<b>\$</b>	<b>3,085,883.00</b>

# Audeo Valley Charter School

## Preliminary Operational Budget FY 2023-24

### EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>BOOKS AND SUPPLIES</b>		
Textbooks and Core Curricula Materials	4100	\$ 35,000.00
Books and Other Reference Materials	4200	6,500.00
Materials and Supplies	4300	159,021.00
On-Line Courses	4312	25,000.00
Research and Development	4313	3,951.00
Noncapitalized Equipment	4400	100,833.00
Food	4700	7,800.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		<b>= \$ 338,105.00</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>		
Travel and Conference	5200	\$ 39,118.00
Research and Development Travel	5202	11,853.00
Dues and Memberships	5300	11,387.00
Liability Insurance	5400	24,136.00
Operations and Housekeeping Services	5500	72,331.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	280,590.00
Professional/Consulting Services/Operating Exp.	5800	365,015.00
Marketing Fees	5812	70,906.00
Communications	5900	31,300.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		<b>= \$ 906,636.00</b>
<b>CAPITAL OUTLAY</b>		
Depreciation - Equipment	6900	\$ 3,105.00
Depreciation - Leasehold Improvement	6900	14,350.00
<b>TOTAL, CAPITAL OUTLAY</b>		<b>= \$ 17,455.00</b>
<b>OTHER OUTGO</b>		
Debt Service Payment - Interest (Capitalized Leases & CSFA Loan)	7438	\$ 819.00
<b>TOTAL, OTHER OUTGO</b>		<b>= \$ 819.00</b>
<b>RESERVES</b>		
Operational Reserve	9780	\$ 189,082.00
Reserve for Economic Uncertainties	9789	189,082.00
<b>TOTAL, RESERVES</b>		<b>= \$ 378,164.00</b>
<b>%</b>		<b>8.0%</b>
<b>TOTAL, EXPENDITURES</b>		<b>\$ 4,727,062.00</b>



**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Audeo Valley Charter School**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Audeo Valley Charter School** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 22, 2023

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Secretary

# Audeo Valley Charter School

## Education Protection Account Expenditure Plan for FY 2023-24

**Expenditures Through: June 30, 2024**

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
<b>Projected Amount Available for this Fiscal Year:</b>	8012	\$ 925,064.00
<b>Total Projected EPA Entitlement</b>		<b>\$ 925,064.00</b>
<b>Projected Expenditures:</b>		
<b>For Teachers' Salaries and Benefits Only</b>		
Certificated Teachers' Salaries	1100	\$ 619,143.00
Retirement: STRS	3111	\$ 118,256.00
Medicare	3321	\$ 9,031.00
Health & Welfare	3401	\$ 167,447.00
Unemployment Insurance	3501	\$ 310.00
Workers' Compensation Insurance	3601	\$ 7,224.00
Mileage Allowance	5200	\$ 3,653.00
<b>Total Projected Expenditures</b>		<b>\$ 925,064.00</b>
<b>Balance (Total Available minus Total Expenditures)</b>		<b>\$ -</b>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grossmont Secondary School

CDS Code: 37770990136077

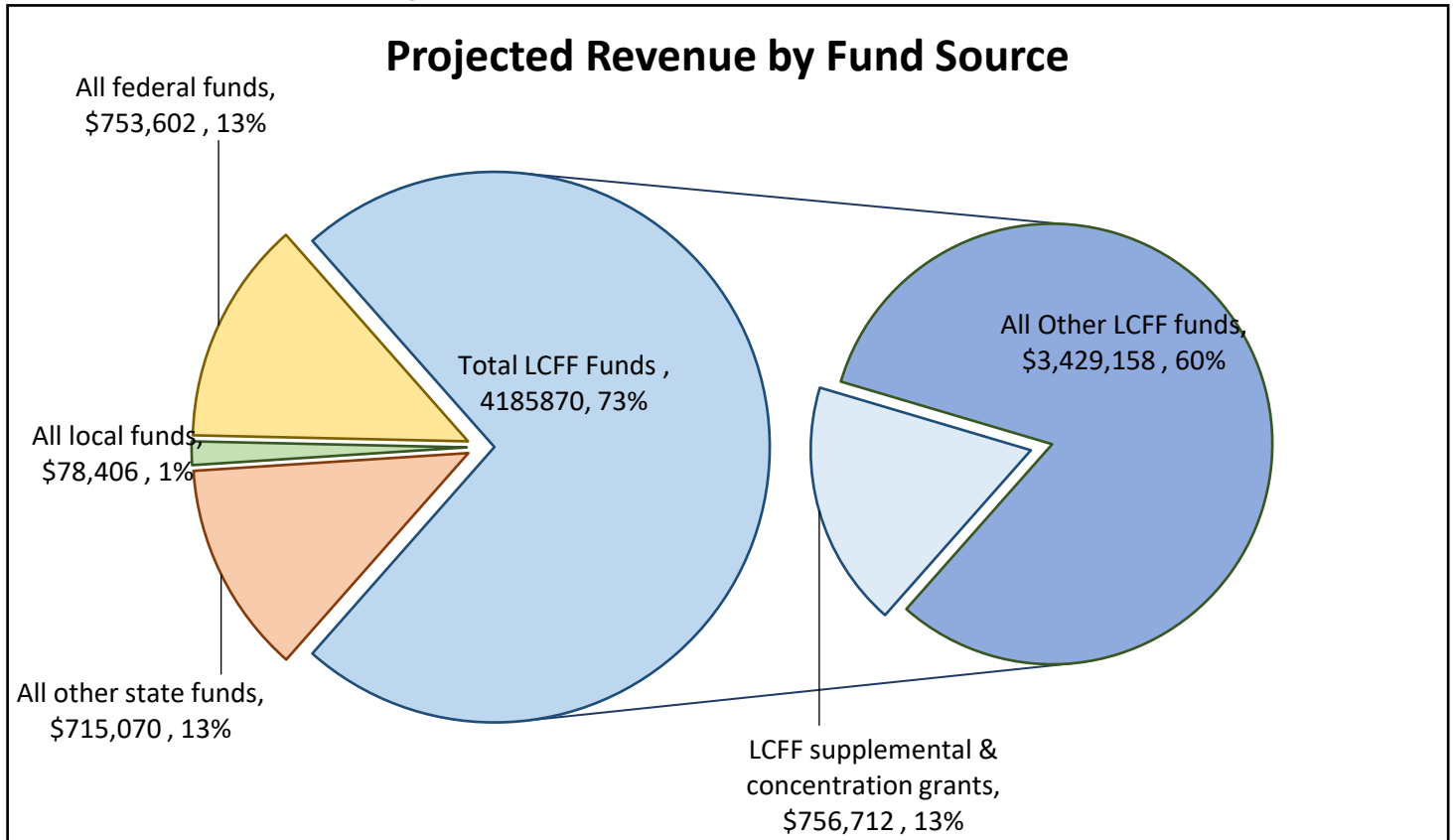
School Year: 2023-24

LEA contact information: Allison Fleck, (858) 203-4640 x7103, [afleck@altusschools.net](mailto:afleck@altusschools.net)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source



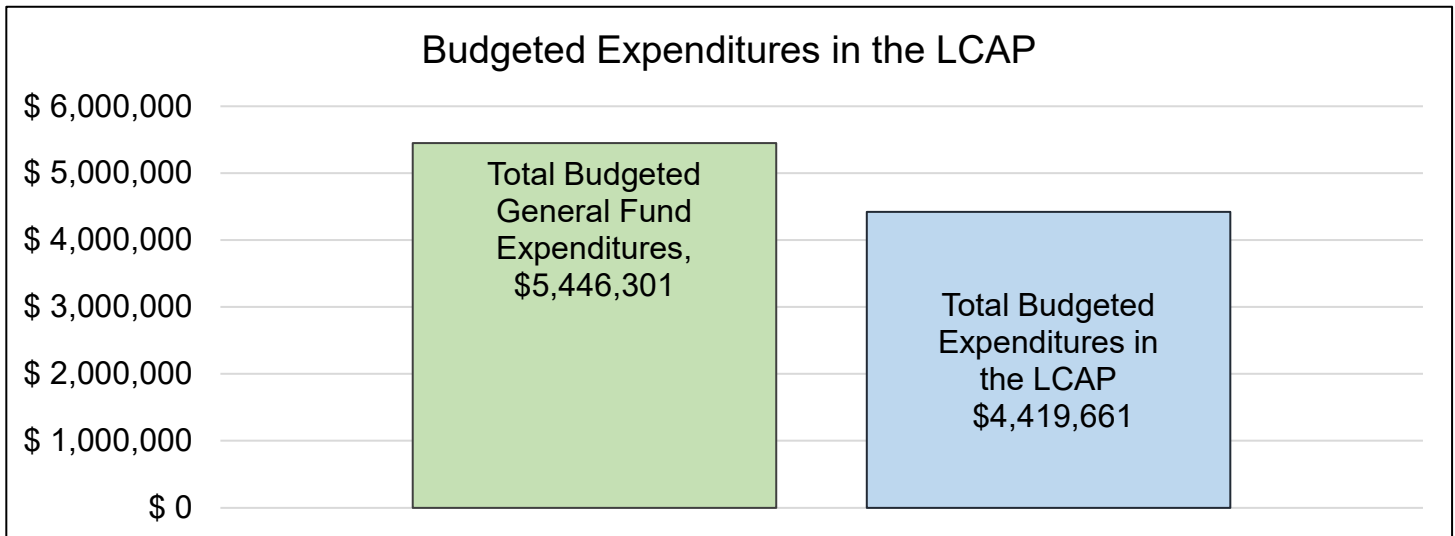
This chart shows the total general purpose revenue Grossmont Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grossmont Secondary School is \$5,732,947.79, of which \$4,185,870.00 is Local Control Funding Formula (LCFF), \$715,070.00 is other state funds, \$78,406.00 is local funds, and \$753,601.79 is federal funds. Of the \$4,185,870.00 in LCFF Funds, \$756,712.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Grossmont Secondary School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

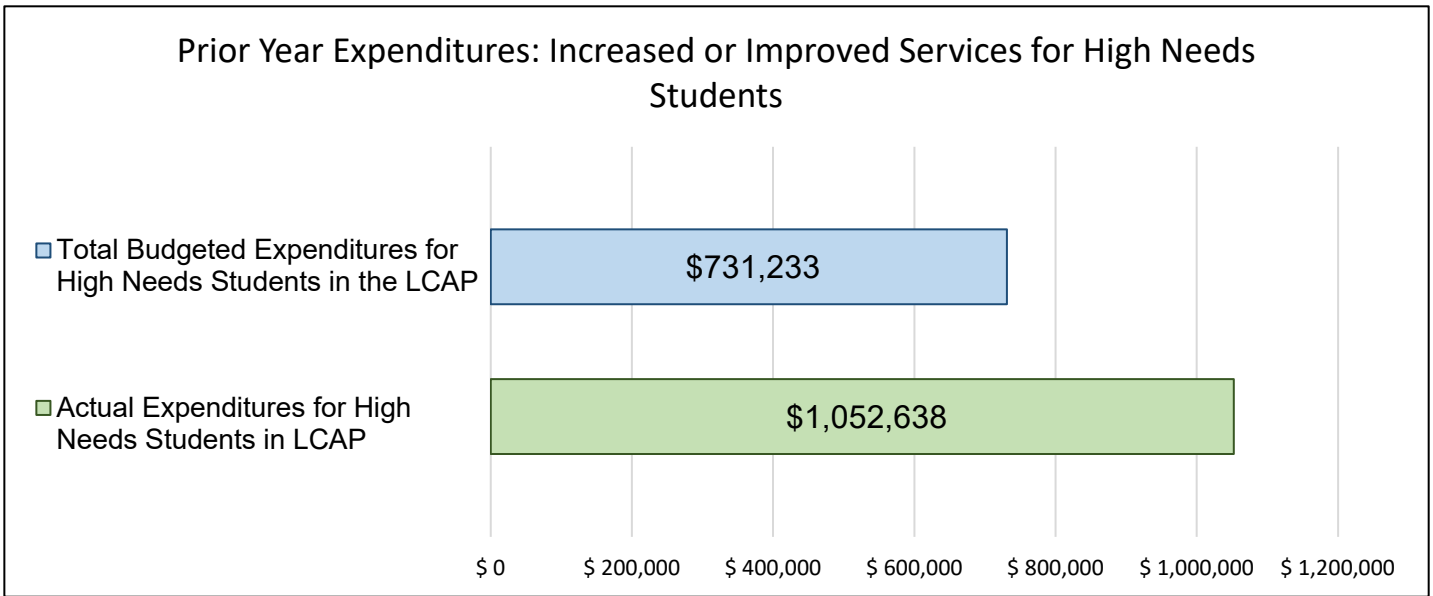
The text description of the above chart is as follows: Grossmont Secondary School plans to spend \$5,446,301.00 for the 2023-24 school year. Of that amount, \$4,419,661.00 is tied to actions/services in the LCAP and \$1,026,640.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operating and Administrative costs are not included as part of the LCAP. These expenditures include salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Grossmont Secondary School is projecting it will receive \$756,712.00 based on the enrollment of foster youth, English learner, and low-income students. Grossmont Secondary School must describe how it intends to increase or improve services for high needs students in the LCAP. Grossmont Secondary School plans to spend \$843,381.65 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Grossmont Secondary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grossmont Secondary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Grossmont Secondary School's LCAP budgeted \$731,233.00 for planned actions to increase or improve services for high needs students. Grossmont Secondary School actually spent \$1,052,638.00 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grossmont Secondary School	Allison Fleck School Coordinator	<a href="mailto:afleck@altusschools.net">afleck@altusschools.net</a> (858) 249-7018

## Plan Summary: 2023-24

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2017, Grossmont Secondary School (GSS) was established by the State Board of Education as a free public-school option serving students in grades 7-12. GSS is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**GSS received a Six-Year Accreditation Status by WASC through June 30, 2026.** GSS operates three neighborhood resource centers in El Cajon, La Mesa and Paradise Valley (Spring Valley). Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. GSS is a non-classroom based, independent study program.

GSS is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At GSS, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at GSS are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is

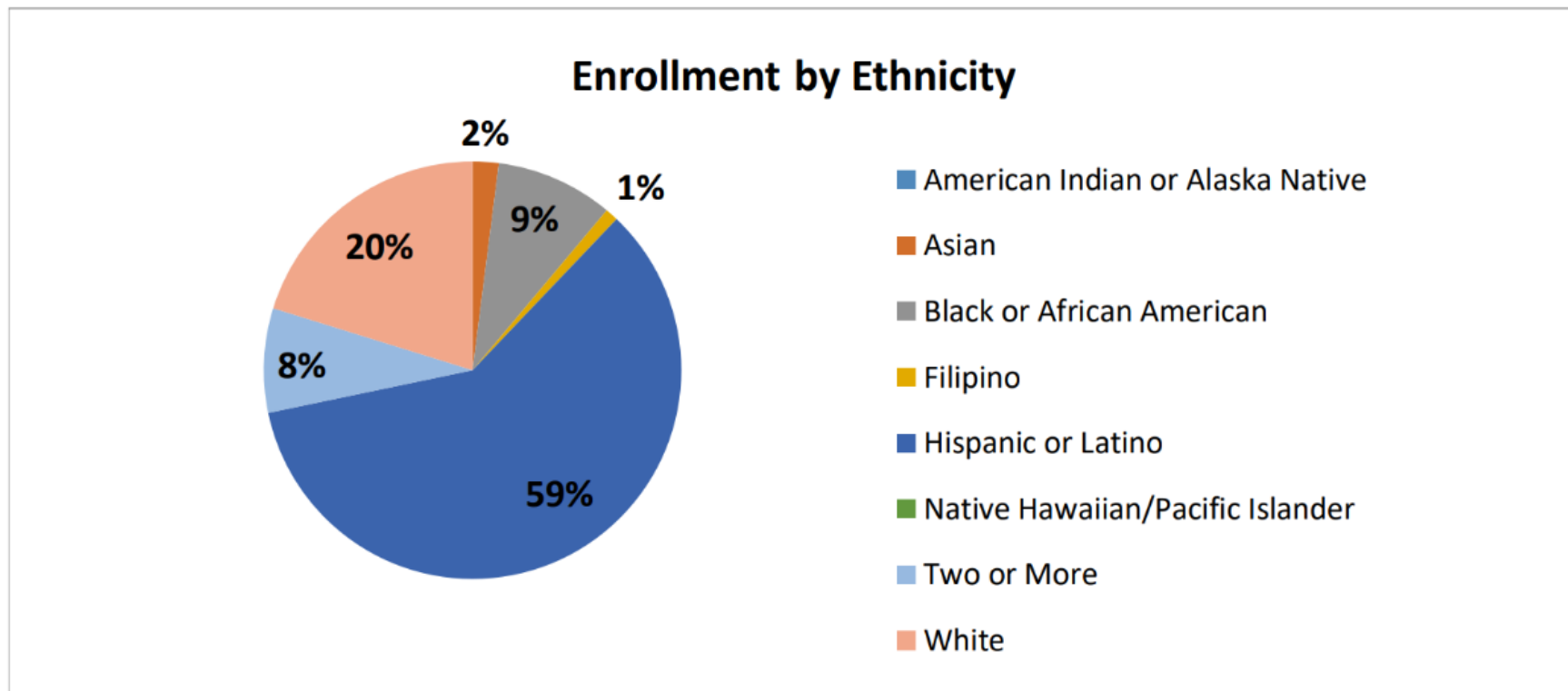
positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, GSS works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**GSS is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS).** DASS 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:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2023, GSS had a total enrollment of 302 students. Of these 302 students, 72% were Socioeconomically Disadvantaged, 19% were Students with Disabilities, 10% were GATE, 11% were English Learners, 7% were Homeless, and 0.7% were Foster Youth.

In addition, of these 302 students, 59% were Hispanic, 20% were White and 9% Black or African American. 11% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Grossmont Secondary's Educational Partners are satisfied with the school's commitment to providing a personalized instructional program for all students. This personalized approach is the school's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Grossmont Secondary offers as they look for a new approach to learning and the ability to graduate on time.

**According to the 2022 Dashboard, Grossmont Secondary's Dashboard Alternative Status School (DASS) One-Year Grad Rate was 91.3% for All Students.** While the DASS one-year graduation rate is only being reported for information purposes for DASS schools, educational partners believe that this continues to be a key indicator of the school's success. As seen in the table below, the school exceeded the 80% target for All Students and all other numerically significant Student Groups. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2023-24 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Grossmont Secondary will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

### Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	115	105	91.3%
English Learners	4	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	70	66	94.3%
Students with Disabilities	21	19	90.5%
African American	7	*	*
Asian	1	*	*
Filipino	2	*	*
Hispanic	60	54	90.0%
White	34	30	88.2%
Two or More Races	11	11	100.0%

**The school was satisfied with the 2022 Chronic Absenteeism rate for students in grades 7-8.** According to the 2022 School Dashboard, 6.4% of students were chronically absent for the school year. Grossmont Secondary's Chronic Absenteeism Rate is significantly

better than the State's average (30%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area.

**Grossmont Secondary's educational partners are pleased with the 2022-23 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2023.** The goal is to have at least 60% of students meet their individualized NWEA Growth target. Results for 2022-23 are provided below:

- 67% of students tested met their NWEA Reading Growth Target
- 77% of students tested met their NWEA Language Growth Target
- 71% of students tested met their NWEA Math Growth Target

**Educational partners were satisfied to see that 56% of English Learners are making progress towards English language proficiency or maintain the highest level, as measured by the Summative ELPAC.** Therefore, Grossmont Secondary's 2022 English Learner Progress Indicator (ELPI) published in the School Dashboard exceeded the State average by 5.7%. The school's comprehensive English Learner Plan is supporting the development of EL students' proficiency in English and in the core curriculum.

**Grossmont Secondary's Conditions & Climate remains a strength of the educational program.** For the 2022-23 school year, Grossmont Secondary's Suspension Rate on the School Dashboard was 0%. This is significantly better than the State's average which is 3.1%. Providing Grossmont Secondary students with a healthy, safe, and welcoming environment is most important because a high percentage of students choose to enroll to 'get away from negative experiences' at their previous school settings.

The School surveyed students and parents throughout the 2022-23 school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below.

#### **School Safety:**

- 98% of parents report that they feel their child is safe at school.
- 96% of students report that they feel safe at the Resource Center.

#### **Educational Program:**

- 100% of parents report high levels of satisfaction with school.

- 100% of students report high levels of satisfaction with the school.

Grossmont Secondary's educational partners believe that the school has successfully maintained high levels of student engagement by providing students with synchronous one-on-one academic tutoring and ongoing small group instruction. Instructional staff stay in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate.

#### **Student Confidence Survey:**

- As of February 2023, 93% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Grossmont Secondary.

#### **Cumulative Attendance/Participation Rate:**

As of April 2023, the school's cumulative attendance rate is 88.1%. This exceeds the 84% attendance target the school set for the 2022-23 school year. Significant student groups, including Hispanic or Latino, White, Black/African American, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2023-24 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law allows the 2022 School Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of the five Status levels (ranging from Very High, High, Medium, Low and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Based upon a thorough analysis of the 2022 School Dashboard, the school will continue to focus resources and develop strategies to improve in the areas identified below:



- According to the 2022 School Dashboard, All Students scored 107 points below standard on the **Summative Mathematics Smarter Balanced Assessments**. This is considered a Low status level and will continue to be a critical area of focus for the school. Additionally, there was one student group with the Low status, Socioeconomically Disadvantaged. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards. Teachers will also receive individualized professional learning from the school's math specialist focused on meeting the unique needs of each student.
- For **English Language Arts**, All Students scored 8.5 points below standard on the Summative ELA Smarter Balanced Assessments in 2022. This is considered a Low status level. The Socioeconomically Disadvantaged student group achieved a Low status level as well. Similarly, to Math, the school will consider ELA to be a critical area of focus for the 2023-24 school year. The school will strive to enhance current systems and structures to improve ELA achievement for All Students and significant student groups. The school will analyze formative and summative assessment data throughout the school year to determine areas of weaknesses, particularly claims and targets and provide targeted instruction in those areas.
- The school's **Combined Four-and Five-Year Graduation Rate** for 2022 was 66%. This is considered a Very Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Very Low status on this indicator as well. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grade Rate as a modified method for DASS schools. However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE (see table provided in the Reflections: Successes).
- While the **College/Career Indicator** (CCI) was not reported in the 2022 California School Dashboard, the school wants to increase the number of graduates who are meeting the Prepared criteria. To improve in this area, counselors will focus on recruiting and advising students on enrolling in CTE Pathways, Early College Credit Programs and Leadership/Military Science coursework. The school will also refine monitoring efforts focused on how each student is progressing towards meeting the CCI Prepared criteria.

Educational partners believe that professional learning is key to continued improvement and success on School Dashboard Indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth

Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE).

The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training, and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion (E&I) staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. E&I staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health and behavioral services to students and family members.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data to identify program goals, Metrics, and actions that will ensure all students are meeting rigorous academic standards.

**Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.**

### **Key Actions and Services for All Students:**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

**Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and are accessible to All Students.**

**Key Actions and Services for All Students:**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- Multiple high quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000, BrainPOP ESL and Edgenuity MyPath Individual Learning Plans

**Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.**

**Key Actions and Services for All Students:**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development for staff: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

**Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.**

**Key Actions and Services for All Students:**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Meal Program at all school sites
- Homeless and Foster Youth Liaison

**Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.**

**Key Actions and Services for All Students:**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House, and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Family Resource Night
- Interactive and engaging English Learners Advisory Committee (ELAC)
- ELD Progress Reports, multilingual materials

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Grossmont Secondary School (GSS) is eligible for Comprehensive Support and Improvement (CSI).

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Beginning with the 2022 School Dashboard, DASS schools received the Combined Four-Year and Five-Year Graduation Rate, and this rate determined GSS's eligibility for CSI.

In prior years, the DASS Graduation Rate was used for accountability for DASS schools because they serve highly mobile and credit-deficient students. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California's use of a DASS modified graduation rate and academic indicator on the Dashboard. The ED issued a subsequent decision in August 2022 to decline a waiver request from the SBE of the requirements of the Every Student Succeeds Act (ESSA) to allow for continued use of the DASS graduation rate.

While GSS's Combined Four-Year and Five-Year Graduation Rate was 66% for 2022, the school's DASS One-Year Graduation Rate was 91.3%. Clearly, GSS has excelled at the DASS One-Year Graduation Rate. However, GSS's educational partners believe that the Combined Four-Year and Five-Year Graduation Rate may not be the most appropriate Metric to measure the school's ability to engage high school students, for the following reasons:

- Many students enroll at GSS credit deficient and not on-track to graduate within four or five years because of challenges they faced at their previous schools.
- The Combined Four-Year and Five-Year Graduation Rate only includes students who earn a 'regular high school diploma' and excludes High School Equivalency Certificate (e.g., CHSPE, GED, and HiSET).

While the Combined Four-Year and Five-Year Graduation Rate calculation method may be unfavorable to a DASS school, the **school community is committed to continuous improvement and performance excellence.**

The school's CSI Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful educational partner feedback was collected throughout multiple collaborative settings: surveys, school events, meetings, conferences, and trainings. Feedback was collected, organized, and analyzed by the school to determine the educational needs of all students and formulate programs, services, and allocation of resources. Additionally, educational partner involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation.

Educational partners participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Educational partners followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the school's ideal rates of growth. Educational partners analyzed a variety of data and information related to student engagement and achievement, including all Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, educational partners analyzed **Resource Allocation** by category. Educational partners came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the school's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Educational partners believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

The school utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustain program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, educational partners engage in evidence-based decision making and reflection. Educational partners followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and educational partners investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged as impacting the school's graduation rate:

- On average, high school students enroll below grade level in English Language Arts and Mathematics skills/knowledge, as measured by NWEA, and need high-quality instruction and rigorous materials to close potential achievement gaps.
- Students need additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements.

- Students and families, particularly socioeconomically disadvantaged households, need access to Chromebook and/or home internet to have full and equal access to the educational program.
- Students need programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit which are designed to engage and prepare students for post-secondary pathways.
- Counselors play a crucial role is assisting students with their college and career planning, including academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- Students need access to social-emotional learning opportunities and support/resources to remain engaged and achieve in school.

Based upon the Needs Assessment results, the school engaged in a comprehensive selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the school's need to increase Graduation Rate. As a result, the school has integrated specific actions and services into the 2023-24 LCAP which are designed to improve Graduation Rate:

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. These additional support staff will allow teachers to focus on delivering instruction and provide additional support for students who need it the most.
- **Goal 1, Action 4:** Provide a high dosage tutoring program to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.
- **Goal 2, Action 2:** Provide Chromebooks and internet services to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.
- **Goal 2, Action 3:** Provide an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.
- **Goal 2, Action 3:** Counselors will provide guidance, advising, and training to students and family members focused on preparing for college/career pathways.

- **Goal 3, Action 1:** Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.
- **Goal 3, Action 2:** Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school has added the **Combined Four-Year and Five-Year Graduation Rate Metric into LCAP Goal 1**. The desired outcome is to improve 3% annually on this Metric; or exceed the County DASS schools' average or State DASS schools' average. The school's Data Department staff analyzed results of the 2022 Dashboard and determined that the State DASS school average was 57.3% and San Diego County DASS school average was 55.1%.

For the 2023-24 school year, school leadership will continue to implement, analyze, and enhance the strategies, and supports embedded in the CSI Plan as part of the Continuous Improvement Framework. To monitor and evaluate the effectiveness of the CSI Plan services and support, the school will use multiple assessment tools, data analysis protocols, and will include key educational partners. To ensure continuous improvement, educational partners will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. Educational partners will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for high school students:

#### **School Data Department**

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

#### **School Curriculum & Professional Learning Department**



- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data.
- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

### **School Leadership**

- Monitor and evaluate effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data.

### **Instructional Leaders**

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.
- Conduct ongoing teaching observations, September 2023 to April 2024, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

### **School Counselors**

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS.
- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

### **Teachers**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional, and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees, and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents, and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2023-24 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of Metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

## **School Leadership Team**

Date: August 1-5, 2022

Involvement Method: Annual Strategic Planning

## **Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: August 19, 2022; August 24, 2022

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

## **Board of Directors and Community**

Date: August 31, 2022

Involvement Method: Board Meeting

## **Parents and Family Members**

Dates: July 27, 2022; August 10, 2022; September 14, 2022; September 28, 2022; November 2, 2022; December 14, 2022; January 25, 2023; February 15, 2023; March 1, 2023; April 12, 2023

Involvement Method: Family Learning Series

## **Board of Directors and Community**

Date: September 6, 2022

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: October 3-28, 2022

Involvement Method: School Open House Events

**All Staff**

Date: October 7, 2022

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: October 27, 2022

Involvement Method: English Learners Advisory Committee

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: October 28, 2022

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: September 23, 2022

Involvement Method: Special Education Compliance Clinic

**Students, Parents, Teachers and Staff**

Date: November 9, 2022

Involvement Method: School Site Council Meeting

**Board of Directors and Community**

Date: December 7, 2022

Involvement Method: Board Meeting

**All Staff**

Date: January 20, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: January 27, 2023

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: February 10, 2023

Involvement Method: Special Education Compliance Clinic

**School Leadership Team**

Date: February 22-23, 2023

Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**

Date: March 1, 2023

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: March 1-24

Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**

Date: March 17, 2023

Involvement Method: Instructional Meeting

**All Staff**

Date: April 7, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: April 18, 2023

Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**

Date: May 8, 2023

Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: May 19, 2023

Involvement Method: Instructional Meeting

### **Board of Directors and Community**

Date: June 22, 2023

Involvement: Regular Board Meeting

The school's 2023-24 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

### A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2023-24 LCAP.

#### **Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support, and planning related to post-high school pathways: community college, university, military, and career.
- Ongoing opportunities to participate in field trips that are relevant to their interests and post-high school plans.
- Variety of Meal Program options in the resource center.

- Recognition for academic achievements and accomplishments.
- Assignments and projects that include relevant current events.

**Parents, Family Members and Advisory Committees:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Additional support and training related to planning for college and financial aid information.
- Ongoing opportunities for students to practice peer-to-peer collaboration on assignments and projects.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers, and meet with support staff.
- Ongoing communication from instructional staff regarding their child's academic progress, engagement, and important school events.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Information and support accessing community-based partners.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Advisory Committees:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Utilization of Zoom translation features for ELAC meetings.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources, and tools for parents to support learning at home.

- Information related to their child's English language development throughout the school year, including test scores, academic grades, credit completion.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Provide mental health counseling sessions to students to address problems or issues.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Continue to provide student laptops and charging carts in resource centers.
- Enhanced communication system that school leadership can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling, and administrative tasks.

- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Specialized literacy program/materials to support Students with Disabilities who are identified as struggling readers by the IEP Team.
- Student engagement and achievement data, which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Outreach and recruitment focused on enrolling more SWDs in Early College Credit Programs and Career CTE Pathways.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Engaging annual school events, including Family Night, College and Career Week, and Senior Night that provide educational partners with high-quality content and opportunities to ask clarifying questions related to the educational program.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- Ongoing refinement of the MTSS to ensure that it is adequately responding to the unique needs of all students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.



- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2023-24 school year. These five goals address the instructional approach, curriculum, professional development system, school climate and family engagement. Each LCAP Goal, along with their corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2023-24 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from **students**, the school has added the following Actions to the 2023-24 LCAP:

- The school will continue to focus on recruiting and hiring qualified instructional support staff, including CTRs, RCAs, and LAs, to provide additional academic tutoring opportunities in-person and online.
- Recruit additional students to participate in AVID Program, which is designed to create a 'college going mindset' but also provide ongoing peer-to-peer interaction and collaboration.
- School instructional leaders will collaborate with teachers to plan ongoing field trips throughout the school year. Students continue to express in surveys that they want field trips that match their interests and post-secondary plans.
- The school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways.
- Increased access to counselors and college information/planning sessions.
- Full implementation of AVID Program to provide additional Social and Emotional Learning opportunities.

After examining feedback from **parents of English Learners**, the school will initiate the following 2023-24 LCAP Actions:

- Provide families of English Learners with ELD progress reports, aligned to the CA EL Roadmap.
- Full utilization of Zoom translation features to engage non-English speaking families.
- Additional tutoring opportunities for English Learner students focused on building Language skills and effective study habits.

Information collected from **parents and family members**, led the school to develop the following LCAP Actions for 2023-24:

- More information and support related to college and career planning.

- Additional opportunities for students to interact peer-to-peer in the school setting.
- Access to community-based partnerships that focus on health and wellness, particularly physical fitness and mental wellbeing.
- Engaging school events, including a Family Resource Night to increase parent involvement and awareness of educational programs and services designed to improve student academic achievement.

After evaluating feedback from **teachers and staff**, the school will initiate the following 2023-24 LCAP Actions:

- Targeted recruitment for instructional support staff to support that can provide high-quality academic tutoring in the core subjects.
- Expand Early College Credit opportunities to all students.
- Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- Mental Health & Wellness Hub to quickly access information for students and families.
- Develop a mental health student referral process that is streamlined and user-friendly.
- Research potential futuristic teaching and learning methods, including Virtual Reality platforms.

By analyzing feedback from **special education staff**, the school has designed the following 2023-24 LCAP Actions:

- Additional college and career planning support for Students with Disabilities (SWDs) focused on successful post-secondary transitions.
- Integrate a specialized literacy program into the school's MTSS, Ascend SMARTER Intervention, as a targeted academic intervention for SWDs.
- Recruit SWDs to participate in AVID and Character and Leadership Development Programs to support their social-emotional learning needs.

Based upon feedback from **administrators**, the school will implement the following 2023-24 LCAP Actions:

- Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- Create and implement an individualized Gifted and Talented Education (GATE) Plan for all identified students.
- Full implementation of AVID Program to build strong foundational skills, facilitate peer-to-peer collaboration, and create a college going mindset for students.
- Improve reporting Language development progress with families of English Learners, focused on ELPAC results, credit completion, local assessment data, and teacher observations.
- Utilize a 5D+ Rubric during teaching observations to elevate teaching pedagogy.
- Embedded Zoom training and support for staff in the Altus University Calendar.
- Improved alignment of English Learner Training with the CA EL Roadmap.

- Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- Ongoing training for staff focused on contemporary issues facing youth, but with emphasis on building school practices of equity and inclusion.
- Facility ticketing and monitoring system to ensure resource centers remain in good repair status.
- Facility card access control system to manage guest entry as a school safety precaution.
- Evaluate the California Healthy Kids Survey results to determine future school planning as it relates to MTSS.
- Develop a LCAP Infographic to summarize Goals, Actions, Expenditures for educational partners and community members.

# Goals and Actions

## Goal

Goal #	Description
<b>Goal 1</b>	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

An explanation of why the LEA has developed this goal.

GSS is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at GSS credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, GSS is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Basic</b> Teachers are appropriately assigned and fully credentialed	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Results</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 100% of teachers as of October 2022 <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> At least 90% of teachers are fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Pupil Achievement</b> <u>One-Year DASS</u> <u>Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	<b>2020-21 Source: CA School Dashboard</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>
	Schoolwide   90.3%	Schoolwide   91.3%	Schoolwide   Not available		Schoolwide   >80%
	Hispanic   93.8%	Hispanic   90%	Hispanic   Not available		Hispanic   >80%
	White   86.7%	White   88.2%	White   Not available		White   >80%
	African American   *	African American   *	White   Not available		African American   >80%
	2+ Races   *	2+ Races   100%	African American   Not available		2+ Races   >80%
	EL   *	EL   *	2+ Races   Not available		EL   >80%
	SED   90.4%	SED   94.3%	SED   Not available		SED   >80%
	SWD   91.3%	SWD   90.5%	SWD   Not available		SWD   >80%
	<b>Note:</b> An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting	<b>Data Source:</b> CA School Dashboard (Additional Reports)	* Less than 11 students – data not displayed for privacy	<b>Data Source:</b> CA School Dashboard (Additional Reports)	
			<b>Note:</b> 2023 School Dashboard results will be available in Fall 2023		

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																																																						
<p><b>Pupil Achievement</b> <u>Combined Four- and Five-Year Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average</p>	<p><b>Note:</b> Only the DASS One-Year Grad Rate was available for the 2020-21 school year</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>66%</td> </tr> <tr> <td>Hispanic</td> <td>58.5%</td> </tr> <tr> <td>White</td> <td>77.8%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>71.4%</td> </tr> <tr> <td>EL</td> <td>42.9%</td> </tr> <tr> <td>SED</td> <td>62.7%</td> </tr> <tr> <td>SWD</td> <td>75%</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2021-22 Results		Schoolwide	66%	Hispanic	58.5%	White	77.8%	African American	*	2+ Races	71.4%	EL	42.9%	SED	62.7%	SWD	75%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard</p>	2022-23 Results		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;80%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;80%</td> </tr> <tr> <td>White</td> <td>&gt;80%</td> </tr> <tr> <td>African American</td> <td>&gt;80%</td> </tr> <tr> <td>2+ Races</td> <td>&gt;80%</td> </tr> <tr> <td>EL</td> <td>&gt;80%</td> </tr> <tr> <td>SED</td> <td>&gt;80%</td> </tr> <tr> <td>SWD</td> <td>&gt;80%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	>80%	2+ Races	>80%	EL	>80%	SED	>80%	SWD	>80%
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<b>Pupil Engagement</b> <u>Chronic Absenteeism:</u> Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average	<b>2020-21 Source: DataQuest</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	11.6%	Schoolwide	6.4%	Schoolwide	<10%
	Hispanic	15.4%	Hispanic	12%	Hispanic	<10%
	White	*	White	*	White	<10%
	African American	*	African American	*	African American	<10%
	2+ Races	*	2+ Races	*	2+ Races	<10%
	EL	*	EL	*	EL	<10%
	SED	13.5%	SED	8.1%	SED	<10%
	SWD	*	SWD	20%	SWD	<10%
			<b>Data Source:</b> CA School Dashboard  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> Locally Reported  * Less than 11 students – data not displayed for privacy		
		<b>2021-22 Results</b>	<b>2022-23 Results</b>			
		State DASS Average	55.9%	State DASS Average	Not available	
		San Diego County DASS Average	27.2%	San Diego County DASS Average	Not available	
		<b>Data Source:</b> Locally Reported	<b>Data Source:</b> Locally Reported			
			<b>Note:</b> 2023 School Dashboard results will be available in Fall 2023			

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24	
<b>Pupil Achievement</b> Smarter Balanced <u>ELA</u> Summative Assessments: Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average	<b>2018-19 Source: CA            School Dashboard</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	16.2	Schoolwide	-8.5	Schoolwide	>-0.1
	Hispanic	14.7	Hispanic	-21.9	Hispanic	>-0.1
	White	*	White	17.2	White	*
	African American	*	African American	*	African American	*
	2+ Races	*	2+ Races	*	2+ Races	*
	EL	*	EL	*	EL	*
	SED	8.9	SED	-7	SED	>-0.1
	SWD	*	SWD	*	SWD	*
			<b>Data Source:</b> CA School Dashboard  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> CA School Dashboard  <b>2022-23 Results</b>		
		<b>2021-22 Results</b>	<b>2022-23 Results</b>			
		State DASS Average	-114.7	State DASS Average	Not available	
		San Diego County DASS Average	-90.8	San Diego County DASS Average	Not available	
		<b>Data Source:</b> Locally Reported	<b>Data Source:</b> Locally Reported			
			<b>Note:</b> 2023 School Dashboard results will be available in Fall 2023			



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<p><b>Pupil Achievement</b></p> <p><b>Smarter Balanced Mathematics Summative Assessments:</b></p> <p>Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average</p>	<p><b>2018-19 Source: CA School Dashboard</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>-98.5</td> </tr> <tr> <td>Hispanic</td> <td>-108.2</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>-108.4</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table>	Schoolwide	-98.5	Hispanic	-108.2	White	*	African American	*	2+ Races	*	EL	*	SED	-108.4	SWD	*	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>-107</td> </tr> <tr> <td>Hispanic</td> <td>-110.3</td> </tr> <tr> <td>White</td> <td>-74.7</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>-108.3</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	-107	Hispanic	-110.3	White	-74.7	African American	*	2+ Races	*	EL	*	SED	-108.3	SWD	*	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> CA School Dashboard</p>	Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>&gt;-89.5</td> </tr> <tr> <td>Hispanic</td> <td>&gt;-99.2</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>&gt;-99.4</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table>	Schoolwide	>-89.5	Hispanic	>-99.2	White	*	African American	*	2+ Races	*	EL	*	SED	>-99.4	SWD	*
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<p><b>Pupil Achievement</b></p> <p>Increase the annual percentage of grade 11 students who score at least a Level 3 'Standard Met' on the Smarter Balanced Summative ELA and Mathematics Assessments (EAP Measure)</p>	<p><b>2020-21 Source: DataQuest</b></p> <table border="1"> <tr> <td>ELA</td> <td>61.76%</td> </tr> <tr> <td>Mathematics</td> <td>11.76%</td> </tr> </table>	ELA	61.76%	Mathematics	11.76%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>ELA</td> <td>51.56%</td> </tr> <tr> <td>Mathematics</td> <td>15.63%</td> </tr> </table> <p><b>Data Source:</b> DataQuest CAASPP Results</p>	ELA	51.56%	Mathematics	15.63%	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>ELA</td> <td>Not available</td> </tr> <tr> <td>Mathematics</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> DataQuest CAASPP Results</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	ELA	Not available	Mathematics	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>ELA</td> <td>&gt;61.76%</td> </tr> <tr> <td>Mathematics</td> <td>&gt;11.76%</td> </tr> </table>	ELA	>61.76%	Mathematics	>11.76%
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<p><b>Pupil Achievement</b></p> <p><u>English Learner Progress Indicator:</u></p> <p>More than 45% of English Learners are making progress towards English Language proficiency</p>	<p><b>2018-19 Source: CA School Dashboard</b></p> <table border="1"> <tr> <td>English Learners</td> <td>54.8%</td> </tr> </table>	English Learners	54.8%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>English Learners</td> <td>56%</td> </tr> </table> <p><b>Data Source:</b> CA School Dashboard</p>	English Learners	56%	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>English Learners</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	English Learners	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>English Learners</td> <td>&gt;45%</td> </tr> </table>	English Learners	>45%								
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<p><b>Pupil Achievement</b></p> <p><u>English Learner Reclassification Rate:</u></p> <p>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total</p>	<p><b>2019-20 Source: DataQuest</b></p> <table border="1"> <tr> <td>GSS Total</td> <td>13.5%</td> </tr> <tr> <td>San Diego County Total</td> <td>14.7%</td> </tr> <tr> <td>State Total</td> <td>13.8%</td> </tr> </table>	GSS Total	13.5%	San Diego County Total	14.7%	State Total	13.8%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> DataQuest</p> <p><b>Note:</b> Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of May 2023</p>	School Reclassification Rate	Not available	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> DataQuest</p> <p><b>Note:</b> Annual Reclassification (RFEP) Counts and Rates should be available in Spring 2024</p>	School Reclassification Rate	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>GSS Reclassification Rate</td> <td>&gt;13.8%</td> </tr> </table>	GSS Reclassification Rate	>13.8%				
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<b>Pupil Achievement</b> Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Reading</u> growth target	<b>2020-21 Source: Local Reporting</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	79%	Schoolwide	71%	Schoolwide	>60%
	Hispanic	81%	Hispanic	72%	Hispanic	>60%
	White	64%	White	*	White	>60%
	African American	*	African American	*	African American	>60%
	2+ Races	N/A	2+ Races	*	2+ Races	>60%
	EL	75%	EL	69%	EL	>60%
	SED	87%	SED	74%	SED	>60%
	SWD	79%	SWD	58%	SWD	>60%
			<b>Data Source:</b> Locally Reported  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> Locally Reported  <b>Note:</b> Student Group results will be available in Summer 2023		

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<p><b>Pupil Achievement</b></p> <p>Measures of Academic Progress by NWEA:</p> <p>More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target</p>	<table border="1"> <thead> <tr> <th colspan="2">2020-21 Source: Local Reporting</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>75%</td> </tr> <tr> <td>Hispanic</td> <td>81%</td> </tr> <tr> <td>White</td> <td>55%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>N/A</td> </tr> <tr> <td>EL</td> <td>76%</td> </tr> <tr> <td>SED</td> <td>81%</td> </tr> <tr> <td>SWD</td> <td>73%</td> </tr> </tbody> </table>	2020-21 Source: Local Reporting		Schoolwide	75%	Hispanic	81%	White	55%	African American	*	2+ Races	N/A	EL	76%	SED	81%	SWD	73%	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>74%</td> </tr> <tr> <td>Hispanic</td> <td>75%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>87%</td> </tr> <tr> <td>SED</td> <td>75%</td> </tr> <tr> <td>SWD</td> <td>74%</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2021-22: Results		Schoolwide	74%	Hispanic	75%	White	*	African American	*	2+ Races	*	EL	87%	SED	75%	SWD	74%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>77%</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> Student Group results will be available in Summer 2023</p>	2022-23 Results		Schoolwide	77%	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;60%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;60%</td> </tr> <tr> <td>White</td> <td>&gt;60%</td> </tr> <tr> <td>African American</td> <td>&gt;60%</td> </tr> <tr> <td>2+ Races</td> <td>&gt;60%</td> </tr> <tr> <td>EL</td> <td>&gt;60%</td> </tr> <tr> <td>SED</td> <td>&gt;60%</td> </tr> <tr> <td>SWD</td> <td>&gt;60%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>60%	Hispanic	>60%	White	>60%	African American	>60%	2+ Races	>60%	EL	>60%	SED	>60%	SWD	>60%
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<b>Pupil Achievement</b> Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Mathematics</u> growth target	<b>2020-21 Source: Local Reporting</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	73%	Schoolwide	70%	Schoolwide	>60%
	Hispanic	74%	Hispanic	69%	Hispanic	>60%
	White	50%	White	85%	White	>60%
	African American	*	African American	*	African American	>60%
	2+ Races	N/A	2+ Races	*	2+ Races	>60%
	EL	76%	EL	69%	EL	>60%
	SED	79%	SED	71%	SED	>60%
	SWD	78%	SWD	60%	SWD	>60%
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<b>Pupil Achievement</b> California <u>Science</u> Test: Improve the annual percentage of All Students and Student Groups scoring proficient	<b>2018-19 Source: DataQuest</b>		<b>2021-22: Results</b>		<b>2022-23 Results</b>	
	Schoolwide	19.67%	Schoolwide	23.69%	Schoolwide	Not available
	Hispanic	20.73%	Hispanic	18.92%	Hispanic	Not available
	White	20.83%	White	25%	White	Not available
	African American	*	African American	*	African American	Not available
	2+ Races	*	2+ Races	35.72%	2+ Races	Not available
	EL	0%	EL	*	EL	Not available
	SED	18.29%	SED	23.4%	SED	Not available
	SWD	5%	SWD	0%	SWD	Not available
			<b>Data Source:</b> DataQuest CAASPP Results		<b>Data Source:</b> DataQuest CAASPP Results	
				<b>Note:</b> 2023 DataQuest CAASPP results will be available in Fall 2023		
					<b>Desired Outcome for 2023-24</b>	
				Schoolwide	>19.67%	
				Hispanic	>20.73%	
				White	>20.83%	
				African American	*	
				2+ Races	*	
				EL	>0%	
				SED	>18.29%	
				SWD	>5%	

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<p><b>Pupil Engagement</b></p> <p><u>Cumulative Student Participation/Attendance Rate:</u></p> <p>Exceed 84% or improve 3% from prior year for All Students and Student Groups</p> <p><b>Note:</b> Independent Study Attendance is earned based on time value of assignments as determined by the certificated teacher employed by the LEA, or the combined time value of pupil work product and pupil participation in synchronous instruction (Source: <a href="#">California Department of Education Independent Study Program Summary</a>)</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>87.3%</td> </tr> <tr> <td>Hispanic</td> <td>87.1%</td> </tr> <tr> <td>White</td> <td>87.5%</td> </tr> <tr> <td>African American</td> <td>88.6%</td> </tr> <tr> <td>EL</td> <td>91.2%</td> </tr> <tr> <td>SED</td> <td>86.2%</td> </tr> <tr> <td>SWD</td> <td>83.6%</td> </tr> <tr> <td>Foster Youth</td> <td>100%</td> </tr> <tr> <td>Homeless</td> <td>82.5%</td> </tr> <tr> <td>Cadet Corps</td> <td>78.3%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>57.4%</td> </tr> </table>	Schoolwide	87.3%	Hispanic	87.1%	White	87.5%	African American	88.6%	EL	91.2%	SED	86.2%	SWD	83.6%	Foster Youth	100%	Homeless	82.5%	Cadet Corps	78.3%	Pregnant/Parent	57.4%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>89.5%</td> </tr> <tr> <td>Hispanic</td> <td>89.1%</td> </tr> <tr> <td>White</td> <td>89.7%</td> </tr> <tr> <td>African American</td> <td>89.3%</td> </tr> <tr> <td>EL</td> <td>86.1%</td> </tr> <tr> <td>SED</td> <td>89.7%</td> </tr> <tr> <td>SWD</td> <td>88.7%</td> </tr> <tr> <td>Foster Youth</td> <td>89.7%</td> </tr> <tr> <td>Homeless</td> <td>86.5%</td> </tr> <tr> <td>Cadet Corps</td> <td>95.4%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>69.8%</td> </tr> </table> <p><b>Note:</b> Results as of April 2022</p>	Schoolwide	89.5%	Hispanic	89.1%	White	89.7%	African American	89.3%	EL	86.1%	SED	89.7%	SWD	88.7%	Foster Youth	89.7%	Homeless	86.5%	Cadet Corps	95.4%	Pregnant/Parent	69.8%	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>88.1%</td> </tr> <tr> <td>Hispanic</td> <td>87.8%</td> </tr> <tr> <td>White</td> <td>89%</td> </tr> <tr> <td>African American</td> <td>89.2%</td> </tr> <tr> <td>EL</td> <td>88%</td> </tr> <tr> <td>SED</td> <td>86.8%</td> </tr> <tr> <td>SWD</td> <td>86.5%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>84.5%</td> </tr> <tr> <td>Cadet Corps</td> <td>*</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </table> <p><b>Data Source:</b> Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p><b>Note:</b> Cumulative Attendance Rate as of April 2023</p>	Schoolwide	88.1%	Hispanic	87.8%	White	89%	African American	89.2%	EL	88%	SED	86.8%	SWD	86.5%	Foster Youth	*	Homeless	84.5%	Cadet Corps	*	Pregnant/Parent	*		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>&gt;84%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;84%</td> </tr> <tr> <td>White</td> <td>&gt;84%</td> </tr> <tr> <td>African American</td> <td>&gt;84%</td> </tr> <tr> <td>EL</td> <td>&gt;84%</td> </tr> <tr> <td>SED</td> <td>&gt;84%</td> </tr> <tr> <td>SWD</td> <td>&gt;84%</td> </tr> <tr> <td>Foster Youth</td> <td>&gt;84%</td> </tr> <tr> <td>Homeless</td> <td>&gt;84%</td> </tr> <tr> <td>Cadet Corps</td> <td>&gt;84%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>&gt;78.8%</td> </tr> </table>	Schoolwide	>84%	Hispanic	>84%	White	>84%	African American	>84%	EL	>84%	SED	>84%	SWD	>84%	Foster Youth	>84%	Homeless	>84%	Cadet Corps	>84%	Pregnant/Parent	>78.8%
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<p><b>Other Pupil Outcomes</b></p> <p><u>Student Confidence Survey:</u></p> <p>More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>94% as of March 2021</td> </tr> </table>	Schoolwide	94% as of March 2021	<table border="1"> <tr> <th colspan="2">2021-22: Results</th> </tr> <tr> <td>Schoolwide</td> <td>93%</td> </tr> </table> <p><b>Note:</b> Results as of April 2022</p>	2021-22: Results		Schoolwide	93%	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Schoolwide</td> <td>93%</td> </tr> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> Student Confidence Survey Results as of February 2023</p>	2021-22 Results		Schoolwide	93%		<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td>Schoolwide</td> <td>&gt;90%</td> </tr> </table>	Desired Outcome for 2023-24		Schoolwide	>90%
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	<p>a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.</p> <p>b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.</p> <p>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.</p>	\$7,206	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate and Support English Language Proficiency for English Learners	<p>a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.</p> <p>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.</p> <p>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.</p> <p>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.</p> <p>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.</p> <p>f) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.</p> <p>g) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.</p>	\$204,972	Yes

Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> <li>a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.</li> <li>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.</li> <li>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.</li> <li>d) Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.</li> <li>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.</li> <li>f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.</li> <li>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.</li> <li>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-</li> </ul>	\$1,137,296	No
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Action #	Title	Description	Total Funds	Contributing
		<p>solving scenarios.</p> <p>i) Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.</p> <p>j) The School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.</p> <p>k) School staff will provide ongoing field trips that focus on student career and college pathways interest.</p> <p>l) Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.</li> <li>b) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.</li> <li>c) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.</li> <li>d) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.</li> <li>e) Equity and Inclusion (E&amp;I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.</li> <li>f) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.</li> </ul>	\$631,202	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.</p> <p>d) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.</p>	\$662,844	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&amp;I and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$13,905	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.</p> <p>d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.</p> <p>e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.</p>	\$253,591	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is focused on increasing student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven Actions included in Goal 1. Upon a careful review of each Action, it is evident that there are no substantive differences to report. An Action summary is provided below:

- **Action 1:** Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments and Illuminate Assessments to inform teaching and learning systems.
- **Action 2:** Implemented the school's English Language Development (ELD) Plan to all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff utilized key platforms, including School Pathways and Naviance to monitor student progress towards meeting individual academic goals and plan for postsecondary pathways. Counselors remained actively involved in the school's MTSS to support the unique needs of students and advise students and parents on viable graduation pathways. Teachers provided live academic instruction focused on increasing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities geared primarily for unduplicated pupils. This included instructional support staff, and an ongoing partnership with a non-profit tutoring organization. Counselors, E&I staff, Homeless and Foster Youth Liaison provided support and coordinated services and support to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services to qualifying students as outlined in their IEP.
- **Action 6:** Staff conducted systematic monitoring of student engagement and achievement by utilizing key Data Integration System platforms, including Naviance, NWEA, Illuminate and Achieve3000. Local monitoring tools and instruments were successfully published and updated to allow staff to conduct timely monitoring of key performance indicators.
- **Action 7:** Ellevation was successfully utilized throughout the year for English Learner monitoring and instructional planning. Data and Assessment Department staff provided ongoing and timely Monthly Storybooks that summarize unduplicated pupils' progress and achievement on key indicators to inform staffs' decision-making related to existing programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 1**



Budgeted Expenditures: \$27,775

Estimated Actual Expenditures: \$5,427

Material Difference: Decrease \$22,348

Explanation: Goal 1, Action 1 decreased by \$22,348 due to FTE staff allocation for Data Department staff expenditures being realigned to Actions 6 and 7.

#### **Action 4**

Budgeted Expenditures: \$479,847

Estimated Actual Expenditures: \$418,553

Material Difference: Decrease \$61,294

Explanation: Goal 1, Action 4 decreased by \$61,294 due to Counselor payroll expenditures realigned to Goal 1, Action 3.

#### **Action 6**

Budgeted Expenditures: \$11,051

Estimated Actual Expenditures: \$15,192

Material Difference: Increase \$4,141

Explanation: Increased FTE staff allocation to align with Goal 1, Action 6 due to additional need for data and assessment staff to collect, analyze, and disseminate key performance measures.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is confident that Goal 1 Actions are contributing to successful student outcomes appropriate for a school identified as DASS. The school was able to meet, or on track to meet, desired outcomes for the 2022-23 Metrics outlined below:

- Teachers Appropriately Assigned and Credentialed: 100% of teachers
- Projected Chronic Absenteeism Rate: 0.00%
- NWEA Reading Growth: 67%
- NWEA Language Growth: 77%
- NWEA Math Growth: 71%
- Student Attendance Rate: 88.1%
- Middle School Dropout Rate: 0.00%
- High School Dropout Rate: 0.8%
- Student Confidence Survey: 93%

While the 2022-23 DASS One-Year Graduation Rate is unavailable at this time, staff are optimistic that it will continue to exceed 90%.

Additionally, the 2022-23 SBA Math and ELA results are unavailable, but staff are satisfied with the 2021-22 results and are optimistic that the school will be able to demonstrate annual continuous improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022 School Dashboard, the CDE published the Combined Four- and Five-Year Graduation Rate as the High School Engagement Indicator, rather than the DASS One-Year Graduation Rate. Therefore, the Combined Four- and Five-Year Graduation Rate has been added as a Goal 1 metric.

Based upon educational partner feedback, the school has adjusted the Metric focused on Teachers Appropriately Assigned and Credentialed to have an annual target of 90%.

As a school identified as DASS, educational partners wanted to add comparison outcomes to the following Metrics: Graduation Rate, Chronic Absenteeism, SBA Math, and SBA ELA. Each of these Metrics will include County DASS school averages and State DASS school averages.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2023-24:

- **Action 2f and Action 2g:** These Actions were realigned from Goal 3 (Professional Learning) to Goal 1 (Teaching and Learning).
- **Action 3a:** The school's Human Resources staff will recruit additional part-time instructional staff, including Resource Center Associates (RCAs) and Learning Associates (LAs) to support the educational program.
- **Action 4a:** RCAs and LAs are included in this action to provide additional and targeted academic tutoring to unduplicated pupils.
- **Action 4c:** The school will provide a fully implemented and robust AVID program to increase student engagement and achievement for historically underserved student groups.
- **Action 5d:** Special Education staff will implement Ascend SMARTER Intervention to support the academic needs of students with disabilities to improve literacy.
- **Action 7c:** School leadership will develop a semester ELD progress report that teachers can share with families of English Learner students to summarize language progress.
- **Action 7d:** Teachers will prepare a semester ELD progress report for each EL student and share with families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

GSS is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military, and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Basic</b> Availability of standards aligned instructional materials to every student	2020-21 Source: Local Reporting 100% of students	2021-22: Results 100% of students	2022-23 Results 100% of students Data Source: Locally Reported		Desired Outcome for 2023-24 100% of students

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Course Access</b></p> <p>Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual &amp; Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>All students had access and were enrolled in a broad course of study</p>	<p><b>2021-22: Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year</p>	<p><b>2022-23 Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study</p>
<p><b>Course Access</b></p> <p>Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills</p>	<p><b>2020-21 Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2021-22: Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2022-23 Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of pupils with exceptional needs</p>

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<p><b>Course Access</b></p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>10 students earned early college credit as of April 2021</p>	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>Dual Enrollment</td> <td>24</td> </tr> <tr> <td>Articulated Credit</td> <td>13</td> </tr> <tr> <td>Total early college credit</td> <td>37</td> </tr> </table> <p><b>Note:</b> Results as of April 2022</p>	Dual Enrollment	24	Articulated Credit	13	Total early college credit	37	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>Dual Enrollment</td> <td>Not available</td> </tr> <tr> <td>Articulated Credit</td> <td>Not available</td> </tr> <tr> <td>Total early college credit</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> Early College Credit results will be available in Fall 2023</p>	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>Number of students completing college credit courses</td> <td>&gt;10 students</td> </tr> </table>	Number of students completing college credit courses	>10 students																	
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<b>Pupil Achievement</b> Increase the annual percentage of All Students and Student Groups completing a- g requirements <u>AND</u> at least one CTE Career Pathway	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr><td>Schoolwide</td><td>0%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table>	Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	*	SED	0%	SWD	0%	<b>2021-22: Results</b> <table border="1"> <tr><td>Schoolwide</td><td>0.7%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>2.8%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>0%</td></tr> <tr><td>EL</td><td>0%</td></tr> <tr><td>SED</td><td>0.8%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	0.7%	Hispanic	0%	White	2.8%	African American	*	2+ Races	0%	EL	0%	SED	0.8%	SWD	0%	<b>2022-23 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>Not available</td></tr> <tr><td>Hispanic</td><td>Not available</td></tr> <tr><td>White</td><td>Not available</td></tr> <tr><td>African American</td><td>Not available</td></tr> <tr><td>2+ Races</td><td>Not available</td></tr> <tr><td>EL</td><td>Not available</td></tr> <tr><td>SED</td><td>Not available</td></tr> <tr><td>SWD</td><td>Not available</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr><td>Schoolwide</td><td>&gt;0%</td></tr> <tr><td>Hispanic</td><td>&gt;0%</td></tr> <tr><td>White</td><td>&gt;0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>&gt;0%</td></tr> <tr><td>SWD</td><td>&gt;0%</td></tr> </table>	Schoolwide	>0%	Hispanic	>0%	White	>0%	African American	*	2+ Races	*	EL	*	SED	>0%	SWD	>0%
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<b>Pupil Achievement</b> Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher	<b>2020-21 Source: CA School Dashboard</b> <table border="1"> <tr><td>Schoolwide</td><td>0%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table>	Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	*	SED	0%	SWD	0%	<b>2021-22: Results</b> <table border="1"> <tr><td>Schoolwide</td><td>0%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>0%</td></tr> <tr><td>EL</td><td>0%</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	0%	EL	0%	SED	0%	SWD	0%	<b>2022-23 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>Not available</td></tr> <tr><td>Hispanic</td><td>Not available</td></tr> <tr><td>White</td><td>Not available</td></tr> <tr><td>African American</td><td>Not available</td></tr> <tr><td>2+ Races</td><td>Not available</td></tr> <tr><td>EL</td><td>Not available</td></tr> <tr><td>SED</td><td>Not available</td></tr> <tr><td>SWD</td><td>Not available</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr><td>Schoolwide</td><td>&gt;0%</td></tr> <tr><td>Hispanic</td><td>&gt;0%</td></tr> <tr><td>White</td><td>&gt;0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>&gt;0%</td></tr> <tr><td>SWD</td><td>&gt;0%</td></tr> </table>	Schoolwide	>0%	Hispanic	>0%	White	>0%	African American	*	2+ Races	*	EL	*	SED	>0%	SWD	>0%
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Other Pupil Outcomes</b>  Maintain a compliant and accessible Work Experience Education (WEE) Program	<b>2020-21 Source: Local Reporting</b>  Met compliance requirements set forth by the California Department of Education	<b>2021-22: Results</b>  WEE Program remains compliant and available to all students for the 2021-22 school year	<b>2022-23 Results</b>  WEE Program remains compliant and available to all students for the 2022-23 school year  <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b>  Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).  b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.  c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.  d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).  e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	\$278,464	No

Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> <li>a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.</li> <li>b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.</li> <li>c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.</li> <li>d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.</li> <li>e) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.</li> <li>f) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).</li> <li>g) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.</li> </ul>	\$221,929	Yes
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Action #	Title	Description	Total Funds	Contributing
		h) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.		

Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.</li> <li>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.</li> <li>c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.</li> <li>d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.</li> <li>e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.</li> <li>f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.</li> <li>g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.</li> <li>h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.</li> <li>i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.</li> </ul>	\$205,627	No
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Action #	Title	Description	Total Funds	Contributing
		<p>j) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.</p> <p>k) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May 2024 Instructional Meetings to calculate College/Career readiness rate projections.</p> <p>l) Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is focused on providing a broad, rigorous, and accessible course of study to all students that prepares them for college and career pathways. There are three Actions included in Goal 2. After reviewing each Action, the school has concluded that there are no substantive differences to report for Goal 2. An Action summary is provided below:

- Action 1:** The school’s curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC was able to update and align the school’s online curriculum (Edgenuity) to the Smarter Balanced ELA and Mathematics Assessments Blueprint. APAC also adjusted online, and textbook curriculum based upon user feedback, including teachers and students. There was a commitment to refine curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advance curriculum offerings and offered AP Exams at school sites.
- Action 2:** The school was able to successfully provide all students in need of home technology with a school issued Chromebook, along with internet connectivity. In addition, the school’s ELD program is fully implemented and sustained. Historically underserved student

groups continue to have access to a rigorous course of study, including Honors and AP, and specialized instructional materials and coursework to rapidly build foundational skills, literacy and quickly recover failing credits needed for grade level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college/career aspects: Meeting the College Career Indicator (CCI) Prepared Criteria, Applying for Financial Aid, Early College Credit, CTE, Early Assessment Program (EAP), AP Exams registration, and Work Experience Education. The school provided a College and Career Week that included guest speakers from a variety of career fields and colleges to increase awareness of requirements, timelines, and processes. There were eight fully developed Career CTE Pathways available to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 3**

Budgeted Expenditures: \$364,767

Estimated Actual Expenditures: \$204,040

Material Difference: Decrease \$160,727

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with curriculum and professional development to support Goal 2, Action 3. Due to shortage in the workforce not all budgeted positions were filled.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's Goal 2 Actions provided all students with a rigorous and well-rounded course of study that ultimately prepares them for future college and career pathways. The school was able to meet desired outcomes for the 2022-23 Metrics below:

- Availability of standards aligned instructional materials to all students: 100%
- Provide all students with access to a broad course of study: 100%
- Design and implement programs and services to pupils with exceptional needs that promote succession transitions: 100%
- CTE Career Pathways: Eight
- Core courses aligned to CCSS: 100%
- Science courses aligned to NGSS: 100%

- ELA and Social Science courses aligned to ELD Standards: 100%
- Core courses are UC a-g approved: 100%
- CTE courses aligned to CTE Model Curriculum Standards: 100%
- Compliant and accessible Work Experience Education Program: Met

The data for many of the 2022-23 College/Career Readiness Metrics are not available at this time; the school projects that these outcomes will be available in Fall 2023.

As mentioned in other LCAP sections, educational partners want to focus on increasing the percentage of graduates who meet the College/Career Indicator Prepared Criteria. Therefore, the school has added additional Goal 2 Actions designed to increase student participation in CTE, planning for college, and accessing Early College Credit opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The description of Goal 2 and Metrics will remain the same for SY 2023-24. Based upon educational partner reflections, the school has planned the following Action adjustments for the 2023-24 SY:

- **Action 3b:** The school will develop three additional CTE Career Pathway to meet the interest/needs of students and teachers, Animal Science, Retail Sales and Marketing, and Teacher Education.
- **Action 3d:** The school will expand Early College Credit opportunities to all students by partnering with colleges for Dual Enrollment and Articulation Agreements. School staff want all students to experience the benefits of Early College Credit, which include creating equitable access to higher education, preparing for postsecondary pathways, improving GPA, and graduation rates.
- **Action 3i:** To provide students and families with additional support related to applying financial aid for college and career programs, the school has developed a resource page. The school's resource page includes information related to FAFSA and the California Dream Act and how to request additional support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Implementation of State Standards</b> 90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Results</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 100% of teachers as of April 2023 <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of teachers



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>94% of teachers</p>	<p><b>2021-22: Results</b></p> <p>94% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>
<p><b>Implementation of State Standards</b></p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>10 ELAD trainings as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>10 ELAD trainings as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>11 ELAD trainings</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual ELAD trainings</p>
<p><b>Implementation of State Standards</b></p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers completed LEC</p>	<p><b>2021-22: Results</b></p> <p>100% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>97% of staff</p>	<p><b>2021-22: Results</b></p> <p>96% of staff as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>99% of staff as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>
<p><b>School Climate</b></p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience at GSS</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>98% of students as of May 2021</p>	<p><b>2021-22: Results</b></p> <p>100% of students as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of students</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of students</p>
<p><b>School Climate</b></p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at GSS</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>97% of parents and family members as of May 2021</p>	<p><b>2021-22: Results</b></p> <p>98% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of parents and family</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.</li> <li>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.</li> <li>c) School Coordinator will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.</li> <li>d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).</li> <li>e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.</li> <li>f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.</li> <li>g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.</li> <li>h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.</li> </ul>	\$52,187	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="665 228 1692 370">i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.</li> <li data-bbox="665 412 1692 480">j) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.</li> <li data-bbox="665 522 1692 664">k) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.</li> <li data-bbox="665 706 1692 808">l) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.</li> <li data-bbox="665 850 1692 953">m) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.</li> </ul>		

Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.</li> <li>b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.</li> <li>c) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.</li> <li>d) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.</li> <li>e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.</li> <li>f) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.</li> <li>g) AU professional development training for staff focused on Equity &amp; Inclusion and how to cultivate reflective and positive discussion with students.</li> </ul>	\$17,767	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>h) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.</p> <p>i) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.</p> <p>j) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</p> <p>k) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.</p> <p>l) Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is focused on providing instructional staff will ongoing support and professional learning to meet the unique needs of students and family members. There are two Actions included in Goal 3. The school conducted a thorough review of each Action and determined that all but one strategy was implemented. For Action 2f, the school was unable to provide staff with training related to Writing Redesigned for Innovative Teaching Equity (WRITE). WRITE is a specialized literacy training provided by San Diego County Office of Education (SDCOE). WRITE training has been rescheduled to the 2023-24 school year. A Goal 3 Action summary is provided below:



- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners prior to the start of the school year. The school provided training related to effective implementation of the State Standards to instructional staff throughout the school year. There was special emphasis on Mathematics and ELA since both content domains are critical areas of need. In addition, school staff participated in a wide variety of trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.
- **Action 2:** The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementation of English Language Development (ELD). The Math Specialist provided instructional staff with support and training focused on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and trainings offered to staff included, Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### **Action 2**

Budgeted Expenditures: \$13,630

Estimated Actual Expenditures: \$20,513

Material Difference: Increase \$6,683

Explanation: Increased Instructional FTE staff allocation to support action Goal 3, Action 2 (i.e., professional development technology training for instructional staff focused on improving literacy skills and academic achievements for underserved students).

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Actions have significantly increased high quality teaching and learning at the school for all students, and unduplicated pupils. **All Goal 3 Metrics were met** for the 2022-23 school year, as summarized below:

- 100% of teachers participated in at least 60 hours of annual professional learning.
- 100% of teachers participated in at least 10 hours of annual Math professional learning.
- The school provided 11 English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- 100% of teachers have completed Leading Edge Certification within three years of their initial employment.

- 99% of staff report high levels of training relevance at Altus University sessions.
- 100% of students report high levels of satisfaction with their educational experience.
- 100% of parents and family members report high levels of satisfaction with their child's overall educational experience.

It is evident that the school's Professional Learning System is meeting the unique needs and requirements of educational partners. While school administration is satisfied with Goal 3 Metric results, there is consensus that instructional staff need ongoing and sustained training and coaching related to math and ELA achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 3 description and Metrics will remain the same for 2023-24. Based upon reflections, the school will initiate some additional Actions to ensure staff can support the needs of the Whole Child, including EL students, and increase student, parent, and family member engagement. A summary of these new Actions is provided below:

- **Action 1c:** Instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations with instructional staff throughout the school year. The 5D+ Rubric Instructional Growth and Teacher Evaluation will be utilized during these teaching observations.
- **Action 1m:** In prior years, the school's primary virtual platform was Microsoft Teams. For 2023-24, school employees have professional Zoom accounts to increase student and parent engagement opportunities. School staff will receive training on how to use Zoom effectively and efficiently.
- **Action 2a:** Better align ELD training to the California EL Roadmap.
- **Action 2c:** Provide specialized training to employees focused on supporting the unique needs of students and parents who are new to the country.
- **Action 2i:** Partner with local organizations, including SAY San Diego to provide specialized training on contemporary issues/challenges facing youth.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
<b>School Climate</b> Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p><b>Note:</b> Results as of April 2022</p>	Suspension Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p><b>Data Source:</b> CA School Dashboard <b>Note:</b> Student Suspensions Results as of May 2023</p>	Suspension Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>&lt;1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%												
Suspension Rate	0%												
Suspension Rate	0%												
Suspension Rate	<1.5%												
<b>School Climate</b> Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p><b>Note:</b> Results as of April 2022</p>	Expulsion Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p><b>Data Source:</b> Locally Reported <b>Note:</b> Student Expulsion Results as of May 2023</p>	Expulsion Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>&lt;1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%												
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>School Climate</b> More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> 98% of students as of April 2021	<b>2021-22: Results</b> 98% of students as of April 2022	<b>2022-23 Results</b> 96% of students <b>Data Source:</b> Locally		<b>Desired Outcome for 2023-24</b> >90% of students
<b>School Climate</b> More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> 97% of parents and family members as of April 2021	<b>2021-22: Results</b> 98% of parents and family members as of April 2022	<b>2022-23 Results</b> 98% of parents and family <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of parents and family members
<b>School Climate</b> Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<b>2020-21 Source: Local Reporting</b> School Safety Plan met compliance requirements set forth by local, county and state agencies	<b>2021-22: Results</b> School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year	<b>2022-23 Results</b> School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> <li>a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.</li> <li>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.</li> <li>c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.</li> <li>d) Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.</li> <li>e) Installation of Brivo card access controls at all resource centers and office</li> <li>f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.</li> <li>g) Provide nursing services to support the overall health and social-emotional well-being.</li> <li>h) Provide a Mental Health &amp; Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.</li> <li>i) Provide students and parents with opportunities for input into safety planning.</li> </ul>	\$74,916	No
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Action #	Title	Description	Total Funds	Contributing
		j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.		
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health, and wellness services.</p> <p>f) Meal and Nutrition Program to promote student health and well-being.</p>	\$49,869	No



Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<p>a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.</p> <p>b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.</p> <p>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.</p> <p>d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.</p> <p>e) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.</p> <p>f) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p> <p>g) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.</p>	\$68,521	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 is focused on providing a safe environment and supportive school culture to all educational partners. All three Actions were fully implemented and sustained for the 2022-23 school year. A Goal 4 Action summary is provided below:

- **Action 1:** The Executive School Safety Committee met regularly to discuss potential safety issues and ensure successful implementation of the School Safety Plan. The school provided multiple opportunities for educational partners to provide input regarding safety procedures and training needs. School Safety Ambassadors attended training and facilitated discussions related to safety topics, including ALICE (Violent Critical Incidents) in ongoing Resource Center Meetings with colleagues. School nurses supported the physical health of the school community. Lastly, Operations and Facilities staff ensured the school sites' systems and structures were adequately prepared for emergency scenarios.
- **Action 2:** The school's Healthy Youth Therapist and Department were able to provide counseling services, referrals, and case management to meet the needs of all students. The school actively recruited students to participate in the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website to include information related to health/wellness, and provided a Meal Program available to all students at resource centers.
- **Action 3:** These actions were targeted to meet the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification, case management services, collaborated with community partners, and training to staff. Specialized school staff provided live social-emotional learning opportunities (RISE) for students as part of the school's MTSS

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$29,863

Estimated Actual Expenditures: \$47,704

Material Difference: Increase \$17,841

Explanation: Goal 4, Action 1 was increased by \$17,841 due to nursing services budget realignment.

An explanation of how effective the specific actions were in making progress toward the goal.

Educational partners are satisfied with Goal 4 Actions and their contributions to providing a safe environment and supportive school culture conducive for teaching and learning. As a result of Goal 4 Actions, the school was able to **meet all 2022-23 Metrics**:

- As of May 2023, the student suspension and expulsion rate is 0%.
- 96% of students who completed surveys report high levels of school safety satisfaction.
- 98% of parents and/or family members who completed surveys report high levels of school safety satisfaction.
- The school's Safety Plan continues to meet the needs of the school community and remains compliant.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 4 description and Metrics will remain the same for 2023-24. Based upon feedback and reflections, the school will initiate some additional Goal 4 Actions:

- **Action 1d:** Utilize ZenDesk platform to support facility ticketing/monitoring.
- **Action 1e:** Install and provide maintenance services to Bravo card access controls at all resource centers and offices as a school safety precaution.
- **Action 1f:** Administer the CHKS to determine the current state of student health and wellness. Information gleaned from the survey will inform decision making related to school programs and services.
- **Action 1h:** Create a Mental Health & Wellness Hub available to all educational partners focused on meeting their diverse physical, social-emotional, and mental health needs.
- **Action 1j:** Provide specialized professional learning to staff focused on first aid, child abuse prevention, and maintaining a safe/professional work environment.
- **Action 3e:** Full implementation of AVID focused on building student academic skills, planning for college, and supporting social-emotional learning.

- **Action 3f:** Integrate key homeless and foster youth resources and services into the school's mental health and wellness hub.
- **Action 3g:** E&I staff available to the school community to assist in community referrals, training, case management, and assisting school leaders with responding to student health emergencies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 5	Provide innovative, engaging and community-based resource centers to service and support students, parents and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Basic</b> 100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<b>2020-21 Source: Local Reporting</b> 100% of school facilities	<b>2021-22: Results</b> 100% of school facilities as of April 2022	<b>2022-23 Results</b> 100% of school facilities <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> 100% of school facilities

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2021-22: Results</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> <li>Pathways Portfolio Panels</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<p><b>Parental Involvement</b></p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2021-22: Results</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> <li>• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP</li> <li>• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p><b>Parental Involvement</b></p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>30 community-based partnerships</p>	<p><b>2021-22: Results</b></p> <p>24 community-based partnerships as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>24 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p><b>2021-22: Results</b></p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>Ten Family Learning Series were provided</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p><b>Parental Involvement</b></p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>95% of parents and family members as of May 2021</p>	<p><b>2021-22: Results</b></p> <p>96% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>98% of parents and family members</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions



Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> <li>a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.</li> <li>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.</li> <li>c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.</li> <li>d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.</li> <li>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.</li> <li>f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.</li> <li>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.</li> <li>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.</li> <li>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,</li> </ul>	\$522,581	No
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Action #	Title	Description	Total Funds	Contributing
		<p>and communication.</p> <p>j) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>k) Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.</p> <p>l) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.</p> <p>m) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.</li> <li>b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.</li> <li>c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.</li> <li>d) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.</li> <li>e) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</li> <li>f) Provide translated materials and resources for parents and family members of English Learners.</li> <li>g) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</li> <li>h) Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.</li> <li>i) Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.</li> <li>j) Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.</li> </ul>	\$16,786	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is designed to provide community-based resource centers that are innovative in design and capable of engaging students, parents, and family members. While GSS's instructional model is non-classroom based, school leadership wants to provide a physical school environment that students can attend throughout the school week to interact with peers, participate in live instruction, access school equipment, and meet with school staff. There are two Actions included in Goal 5. Upon reviewing each Action, school staff have determined that there are no substantive differences to report. Key Actions are summarized below:

- **Action 1:** The school provided multiple opportunities for students, parents, and family members to interact with staff and learn about important programs and services. These school events included Open House, Senior Night Events, and Family Learning Series. At school events, staff teach students and parents how to use communication and academic tools, including School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, School Website and Naviance.
- **Action 2:** These are targeted Actions for English Learners, Low-Income, and Foster Youth. Key actions included providing bus passes to Foster Youth, facilitating engaging English Learner Advisory Committee (ELAC) meetings to increase involvement of parents of English Learners, bilingual staff who can provide translation services, and translated materials/resources for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

### Action 1

Budgeted Expenditures: \$295,295

Estimated Actual Expenditures: \$429,974

Material Difference: Increase \$134,679

Explanation: Community outreach and awareness expenditures increased to support Goal 5, Action 1 to provide engagement opportunities for all students.

### Action 2

Budgeted Expenditures: \$5,140

Estimated Actual Expenditures: \$3,698

Material Difference: Decrease \$1,442

Explanation: Goal 5, Action 2 decreased due to budgeted expenditures for bus passes not being needed – San Diego Metropolitan Transit System provided free youth bus passes.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community is satisfied with how Goal 5 Actions were able to increase engagement and innovation at GSS. **All Goal 5 Metrics were met** for the 2022-23 school year:

- 100% of school facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- The school maintained formal partnerships with community-based organizations to support the needs of the 'Whole Child'.
- There were ten Family Learning Series offered to parents and family members.
- 98% of parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 5 Description and Metrics will remain the same for 2023-24. However, based upon data analysis and reflection the school have designed additional Actions:

- **Action 1j:** DocuSign, Zoom, and Adobe programs to improve work efficiency for staff and enhance communication with the school community.
- **Action 1k:** Research focused on utilization of Virtual Reality platform and technologies for teaching and learning.
- **Action 1i:** Refine systems to administer the CHKS to students.
- **Action 1m:** Increase community awareness of the school's unique ability to help struggling students reengage in school, academically succeed, and prepare for post-secondary pathways.

- **Action 2a:** Conduct outreach and recruitment to involve more families in the annual Family Resource Night.
- **Action 2e:** Provide all parents and families of English learner students with an annual ELD progress report to foster engagement and goal development.
- **Action 2h:** Disseminate a multilingual LCAP infographic to the school community focused on highlighting targeted programs and services for unique learners.
- **Action 2i:** Integrate a feedback form into the school's Health and Wellness Hub to solicit input and needs from educational partners.
- **Action 2j:** Utilize language interpretation features provided in Zoom at school events to increase school connectiveness and access for non-English speaking families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$756,712	\$66,972

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.07%	0%	\$0	22.07%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based upon educational partner feedback and data analysis, the school plans to initiate Increased or Improved Services designed to benefit foster youth, English learners (EL), and low-income students **to a greater extent** than students who are not low-income, EL and/or foster youth. These **LEA-wide Contributing Actions** are outlined below and upgrades the entire educational program for all students:

- **Goal 1, Action 4a:** As provided in the Engaging Education Partners section, teacher feedback indicated that they need additional instructional **support staff** to provide direct tutoring services to students who are struggling to make adequate academic progress in core courses. To address these needs, the Human Resources Department will conduct targeted recruitment of RCAs and CTRs to fill vacancies. Educational research indicates that instructional aides and assistants can help implement differentiated instruction techniques, tailoring instruction to meet the diverse needs of students. We expect these actions to lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on Smarter Balanced Assessments.
- **Goal 1, 4b:** Based upon data analysis, school staff indicated a need to provide high-dosage academic tutoring opportunities for students struggling in ELA and Mathematics. Specifically, foster youth, English learners and low-income students are struggling the most in these



academic areas. To address this need, the school will partner with a **non-profit organization to provide high dosage tutoring** throughout the school week, focused on skill development, direct instruction, guided practice, and independent practice opportunities. Educational research indicates that high dosage tutoring programs can help students overcome learning challenges and make significant progress in their studies. The school expects this supplemental tutoring program to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language.

- **Goal 1, Action 4c:** Based upon educational partner feedback and college/career readiness outcomes, the school wants to improve programs and services that prepare students for post-secondary pathways. To address these needs, the school will offer an **AVID Program** which is focused on building healthy and sustainable study habits and college/career readiness. Educational research indicates that AVID is effective in improving student outcomes related to college/career readiness. We expect the AVID Program to lead to improvements in the percentage of unduplicated pupils graduating on-time, finishing UC a-g requirements, and scoring proficient on SBAs.
- **Goal 1, Action 4d:** Educational partners indicated that students need additional guidance as it relates to college/career readiness, social emotional support, and equity/access. To address these needs, the school will provide **counselors** who provide academic guidance to students, help students explore career options, navigate the college application process, understand financial aid opportunities, help address student personal and social issues, and identify and address barriers that marginalized students may face, such as lack of resources. Educational research indicates that counselors are essential for supporting students' holistic development, academic achievement, and future success. We expect counseling services to increase the number of unduplicated students graduating on-time, prepared for college/career pathways, and reporting high-levels of satisfaction with the educational program.
- **Goal 1, Action 4e:** School administrators want to continue to integrate Equity and Inclusion (E&I) services into the school's Multi-Tiered System of Support (MTSS). There is consensus that **E&I services** will elevate academic achievement, social-emotional well-being, school climate, and college/career readiness. Research indicates that E&I services address potential disparities and provide targeted support to marginalized students and can help narrow achievement gaps. The school expects these E&I services to improve academic outcomes, including increased engagement and higher graduation rates, particularly for unduplicated pupils.
- **Goal 1, Action 4f:** Educational partners provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. Specific feedback included, 'these basic needs must be met to keep them engaged in school and achieving.' To address these needs, a **homeless and foster youth liaison** will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. The school expects these services to improve engagement metrics (chronic absenteeism, attendance, drop out rate, and graduation rate) for foster youth.

- **Goal 2, Action 2a:** There is consensus amongst the entire school community that providing all students with access to home technology and internet service can have several positive impacts on their learning and academic outcomes. To address these needs, the school will provide a Chromebook and internet service to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a ‘homework gap’ that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the **Altus Connect Program** to improve digital access and equity, expanded learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.
- **Goal 2, Action 2b:** Instructional staff want to create and develop a curriculum that can meet the diverse needs and learning styles of all students, particularly Students with Disabilities and English Learners. To meet these needs, The school’s curriculum departments (APAC), integrates **Universal Design for Learning (UDL)** guidelines into the core curriculum. Educational research indicates that UDL can increase student engagement and academic achievement because it provides multiple means of representation and expression to accommodate different learning preferences and abilities. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.
- **Goal 2, Action 2c:** Based upon English learner performance on the Summative English Language Proficiency Assessment for California, the school wants to increase the percentage of ELs making progress towards English language proficiency. To meet these needs, the school will utilize **Achieve3000** which is an online literacy platform that aims to improve reading comprehension and vocabulary skills for students, including English learners. It provides differentiated content based on individualized reading levels and offers various tools and activities to support language acquisition. Educational partners suggest that this literacy program will ultimately help English learners improve performance on ELPAC because it is designed to match text based upon student reading abilities, provides differentiation/personalization features, and adjusts the difficulty level over time. While this program will certainly benefit English learners, staff suggests that it will help other students who may be considered struggling readers.
- **Action 2, Action 2d:** As previously mentioned school staff want to support the English development of ELs while increasing their engagement in school related activities and course completion. To meet these needs, the school will utilize **BrainPOP and BrainPOP ELL** as an educational tool that will be integrated into the school’s English Language Development (ELD) Program. School staff indicates that this program can help ELs in several ways, including providing engaging animated videos, comprehension activities, vocabulary development, grammar instruction, writing and speaking practice, and cultural awareness. The school expects these services to improve the school’s ELPI and other engagement metrics (e.g., attendance, chronic absenteeism, drop out). Because of the engaging animated videos, other students can benefit from this program to learn course content, develop language skills, and make learning more fun.
- **Goal 2, Action 2e:** Based upon educational partner feedback and data analysis, many new students enroll several grade levels behind in reading and mathematics. Therefore, it is essential to accelerate academic skill development and close achievement gaps. To meet these needs, the school will provide **Edgenuity MyPath Individual Learning Plans (ILPs)** that provide targeted instruction and support tailored

to the specific needs of each learner. Educational research suggests that when this type of program is implemented with fidelity and supported by well-trained educators, they can accelerate learning, improve academic skills, and close achievement gaps for students from low-income backgrounds or historically marginalized groups. The school expects these services to increase the percentage of students meeting their individualized NWEA Spring Growth target.

- **Goal 2, Action 2f:** Based upon College and Career Readiness data, the school wants to increase the percentage of graduates who are meeting the CCI Prepared criteria. In addition, the school wants to close opportunity gaps that exists for English Learners. To meet these needs, the school will conduct **targeted recruitment of English Learners to participate in Honors and Advanced Placement (AP)** coursework. By recruiting ELs to participate in AP and Honors programs, the school is taking actionable steps to close potential opportunity gaps and promoting educational equity. The school expects these services to lead to an increase in the number of ELs taking advanced coursework and meeting the CCI Prepared criteria on the school dashboard. As the school creates flyers and disseminates information to the school community, these efforts will likely lead to other students seeing the benefits of advanced programs and greater participation schoolwide.
- **Goal 2, Action 2g:** School staff is committed to closing opportunity gaps that may exist for student groups in education. To meet these needs, the school's **Equity and Inclusion (E&I)** personnel will **coordinate a multi-faceted and comprehensive approach with the school community that prioritizes equity, inclusivity, and the success of all students**. These E&I strategies will include data analysis, monitoring, program development, professional development, training, collaboration, partner with community-based organizations, targeted support for underserved student groups, parent and family engagement, and a focus on continuous evaluation and improvement. The school expects these services to increase the percentage of graduates who are meeting the CCI Prepared criteria, particularly for unduplicated pupils.
- **Goal 2, Action 2h:** Teachers and counselors continue to report that many new students enroll because they are credit deficient and are not on-track to graduate with their high school cohort. To meet these needs, the school will provide **Edgenuity Prescriptive Testing** courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. Research indicates that credit recovery classes can support students' transitions to postsecondary education or the workforce. By enabling students to recover credits and graduate on time, these programs increase students' options and opportunities for further education or career pathways. The school expects these programs to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

GSS has an enrollment of unduplicated pupils which exceeds 72.56% of total enrollment. The school's percentage to increase or improve services for unduplicated students is 22.07% and the estimated increased apportionment is \$756,712. Overall, services for English Learners,

Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. Targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement, and prepare for college/career pathways.

Of the Targeted Actions to Increase and Improve Services described within this plan, several are services that are provided only to **unduplicated students and their families**, which are considered a Limited Scope. These **Limited Scope** Actions are outlined below:

**Goal 1, Action 2: Evaluate and Support English Language Proficiency for English Learners:** This Targeted Action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. School instructional leaders will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

**Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This Targeted Action is based on data analysis of opportunity gaps and feedback from the school community. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism, and Credit Completion to inform the decision-making progress related to instruction, curriculum, E&I, and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 Metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

**Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This Targeted Action is based on data analysis conducted by educational partners and feedback related to professional learning needs. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to

academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2023-24, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department (ELAD). In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. Writing Redesigned for Innovative Teaching Equity (WRITE) is focused on enhancing teacher knowledge and skills in evidence-based instructional practices that promote effective literacy development. Research suggests that literacy training programs can help teachers develop a deep understanding of equity and culturally sustaining pedagogy, enabling them to create inclusive and equitable literacy instruction for historically underserved students. The school expects these services to positively impact students' language skills, comprehension, and overall literacy achievement (English Language Progress Indicator, EL Reclassification Rates, SBA ELA). And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. The school will partner with community-based organizations to provide training to enhance teachers' understanding of student experiences, enabling them to create more relevant and meaningful learning opportunities. Educational research indicates that training programs focused on contemporary issues often emphasize social-emotional learning, the importance of inclusivity, diversity, and cultural competence. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration, and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations, and student/parent satisfaction with their educational experience.

**Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. The Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. Students will also benefit from the newly created Mental Health and Wellness Hub that will integrate homeless and foster youth resources. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for students to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school, and supported. Effectiveness of these actions will be determined by analyzing Metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.



**Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings, and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all these engagement opportunities, the school will recruit parents of English Learner students by using Zoom translation features, translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion (E&I) staff will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will coordinate transportation services to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, the school plans to continually monitor the effectiveness of these Targeted Actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. The school will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

GSS is a charter school and does not have such comparison schools by which to calculate staff increases. The school, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, the school has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions. As outlined in Goal 1, Action 4, these additional support staff positions will provide additional and targeted tutoring to increase student progress and course completion rates for unduplicated pupils. These support staff positions can

facilitate one-on-one and small group instruction focused on improving student proficiency in Mathematics and English Language Arts. Educational partners believe that these additional support staff will help the school improve performance in Metrics related to student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is committed to enhancing recruitment strategies to find and retain high quality instructional support staff. HR has expanded their recruitment channels to tap into talent pools and connect with highly skilled individuals. HR utilizes EDJOIN, LinkedIn, and Handshake as recruitment platforms. In addition, HR participates in both virtual and in-person job fairs to find qualified applicants, posts flyers throughout the community, and partners with surrounding colleges and universities as recruitment efforts.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	74:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16:1

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,160,152	\$ 687,832	\$ -	\$ 571,677	4,419,661	\$ 3,558,522	\$ 861,139

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ -	\$ -	\$ -	\$ 7,206	\$ 7,206
1	2	Evaluate and Support English Language Proficiency for English Learners	English Learners	\$ 164,076	\$ 40,836	\$ -	\$ 60	\$ 204,972
1	3	Academic Instruction and Support for All Students	All	\$ 894,379	\$ 188,950	\$ -	\$ 53,967	\$ 1,137,296
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 249,891	\$ 36,143	\$ -	\$ 345,168	\$ 631,202
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 363,237	\$ 265,922	\$ -	\$ 33,685	\$ 662,844
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 12,388	\$ 1,517	\$ -	\$ -	\$ 13,905
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 206,798	\$ 46,732	\$ -	\$ 60	\$ 253,591
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 234,909	\$ 43,499	\$ -	\$ 56	\$ 278,464
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 146,231	\$ 32,014	\$ -	\$ 43,683	\$ 221,929
2	3	College/Career Pathways for All Students	All	\$ 204,040	\$ 1,587	\$ -	\$ -	\$ 205,627
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 42,876	\$ 9,295	\$ -	\$ 16	\$ 52,187
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 6,545	\$ 1,032	\$ -	\$ 10,190	\$ 17,767
4	1	Safe and Supportive Schools for All Students	All	\$ 69,061	\$ 4,647	\$ -	\$ 1,208	\$ 74,916
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 39,407	\$ 10,449	\$ -	\$ 12	\$ 49,869
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 56,560	\$ 1,505	\$ -	\$ 10,456	\$ 68,521
5	1	Engagement Opportunities for All Students	All	\$ 456,474	\$ 3,704	\$ -	\$ 62,403	\$ 522,581
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 13,280	\$ -	\$ -	\$ 3,506	\$ 16,786



**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,429,158	\$ 756,712	22.07%	0.00%	22.07%	\$ 843,382	0.00%	24.59%	<b>Total:</b>	\$ 843,382
								<b>LEA-wide Total:</b>	\$ 396,122
								<b>Limited Total:</b>	\$ 447,259
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 164,076	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 249,891	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 206,798	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	LEA-wide	English Learners & Low-Income	All	\$ 146,231	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 6,545	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 56,560	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 13,280	0.00%

## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,223,229.59	\$ 4,077,450.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ 27,775	\$ 5,427
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 80,929	\$ 80,487
1	3	Academic Instruction and Support for All Students	No	\$ 1,389,951	\$ 1,354,108
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 479,847	\$ 418,553
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 696,553	\$ 699,796
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 11,051	\$ 15,192
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 114,083	\$ 114,015
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 199,083	\$ 200,809
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 291,874	\$ 264,988
2	3	College/Career Pathways for All Students	No	\$ 364,767	\$ 204,040
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 59,725	\$ 58,673
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 13,630	\$ 20,513
4	1	Safe and Supportive Schools for All Students	No	\$ 29,863	\$ 47,704
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 76,774	\$ 78,196
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 86,891	\$ 81,278
5	1	Engagement Opportunities for All Students	No	\$ 295,295	\$ 429,974
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 5,140	\$ 3,698

**2022-23 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 676,915	\$ 731,233	\$ 1,052,638	\$ (321,405)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 74,754	\$ 190,343.83	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 333,157	\$ 296,448.22	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 79,142	\$ 243,874.23	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 209,984	\$ 240,739.40	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 7,623	\$ 12,425.19	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 26,573	\$ 68,807.17	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ -	\$ -	0.00%	

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,119,205	\$ 676,915	0.00%	21.70%	\$ 1,052,638	0.00%	33.75%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.



## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs



may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).



**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.



Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).



- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## **Performance Standards**

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## **Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **0**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts



- World Language

## OPTION 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					<b>X</b>
Health Education Content Standards					<b>X</b>
Physical Education Model Content Standards					<b>X</b>
Visual and Performing Arts					<b>X</b>
World Language					<b>X</b>

### Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					<b>X</b>
Identifying the professional learning needs of individual teachers					<b>X</b>
Providing support for teachers on the standards they have not yet mastered					<b>X</b>

#### Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

## **Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

### **Parental Involvement and Family Engagement (LCFF Priority 3)**

#### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	<b>5 – Full Implementation and Sustainability</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	<b>5 – Full Implementation and Sustainability</b>
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	<b>5 – Full Implementation and Sustainability</b>
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	<b>5 – Full Implementation and Sustainability</b>

### Building Relationships Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school engages educational partners in meaningful participation of the school's programs and systems of continuous improvement. The school partners with families to create a Pathways Personalized Education Plan (PPEP) for each student that reflects their strengths, learning style, interests, and post-secondary goals. In partnership with parents, school staff monitor student progress towards PPEP goals and systematically adjust throughout the school year. This process is built on an established trusting relationship between school and family whereas parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 99% of parents report being able to provide input and feedback to the school through multiple ways. Based on stakeholder Needs Assessment, the school has identified that a primary requirement of students and parents is a safe and supportive learning environment. Survey results indicate that 97.9% of parents and 100% of students report that their school is safe and supportive. Additionally, the school values the partnership between school staff and families as the foundation of parent and family engagement. Over 100% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 97.7% of parents report that the school provides innovative and engaging learning environments.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. GSS regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated and of interpreters made available for calls and meetings. The school will continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for

parents and families will be available. Utilization of Parent Square further provides communication and engagement of educational partners with the school.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	<b>5 – Full Implementation and Sustainability</b>
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	<b>5 – Full Implementation and Sustainability</b>
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	<b>5 – Full Implementation and Sustainability</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	<b>5 – Full Implementation and Sustainability</b>

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.



The school provides professional learning and support to teachers, support staff, and leadership to improve the school's capacity to partner with educational partners and provide a high-quality education for every student. Currently, 100% of teachers have exceeded the school's goal to participate in at least 60 hours of professional learning. The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

GSS is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	<b>5 – Full Implementation and Sustainability</b>
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	<b>5 – Full Implementation and Sustainability</b>
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	<b>5 – Full Implementation and Sustainability</b>
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	<b>5 – Full Implementation and Sustainability</b>

### Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school engages educational partners in its processes for continuous improvement and prioritizes building capacity of staff and families to engage in advisory groups and decision making. The school provides training for School Site Council members annually and holds regular meetings to develop, refine, and update the LCAP Federal Addendum. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides trainings, resources, supports, and feedback opportunities throughout the school year. The school holds a variety of Resource Center events that focus on family engagement and provide opportunities for input into the school's programs. Additionally, the school seeks input into the Local Control Accountability Plan (LCAP) through an annual survey. In 2022-2023 the school received input from over 180 students and parents and used the results in the development of the 2023-2024 LCAP.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

Educational partner input into decision making is actively sought through multiple venues. GSS will continue to seek to improve input into decision making from our educational partners through the implementation of parent square as a communication tool, soliciting input and educational partner feedback through annual engagement surveys, opportunities to participate in Parent nights, Senior nights, Family Learning opportunities, representation on the School Council, the English Language Advisory Committee, and involvement in College/Career week.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will provide translated materials and resources for parents and family members of English Learners.

## **Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 6 are provided below.

### **School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

**1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

GSS administers an Annual LCAP Stakeholder Engagement Survey to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. Over the last five years, survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of GSS's LCAP. In order to monitor the success of GSS's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2022-2023, GSS exceeded this metric. Over 97.9% of students reported that they felt safe at GSS and 95.7% of parents reported that they feel their child is safe at GSS. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2022-2023 GSS's suspension rate was 0.0% and expulsion rate was 0.0%.

**2. MEANING: What do the disaggregated results (if applicable) of the survey and other**

**data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

These metrics indicate that students' needs are being met in a positive and supportive learning environment that protects and encourages their participation and engagement in school. Confidence surveys show an increase after 90 days of enrollment in students' confidence in their ability and skills to learn and succeed in school and in their receiving of the support from their teacher to succeed in school compared to prior to enrolling.

**3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In addition to an Annual LCAP Stakeholder Engagement Survey the LEA will also administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Educational partners have provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. To address these needs, a homeless and foster youth liaison will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations.

## Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2022-2023 Grossmont Secondary served 257 students in grades 7-12. The student demographics include:

- Percentage of Students with Disabilities: 19.8%
- Percentage of English Learners: 11.8%
- Percentage of Socioeconomically Disadvantaged: 67.8%
- Percentage of Homeless and Foster Youth (FY): 5.0%

GSS qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

GSS uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing GSS from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the school has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.



## Assumptions for Preliminary Operational Budget FY 2023-24

Grossmont Secondary School (GSS) is an independent study program. GSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like GSS, are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. GSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- \* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for GSS is 68.02%.
- \* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.



As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2023-24 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS's Preliminary Operational Budget.

**Table 1:**

Description	FY 2023-24
Grades 7-8 Adjusted Base Grant	\$10,367
Grades 9-12 Adjusted Base Grant	\$12,327
Statutory Cost of Living Allowance (COLA)*	8.22%
GSS's Unduplicated Pupil Percentage (Rolling Average)	66.02%
District's Unduplicated Pupil Percentage (GUHSD)	72.56%

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

Description	FY 2023-24 (Projected P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	314	305	325
CBEDS Enrollment	274	257	282
Students Served	481	452	558
ADA:			
Grade 7-8	19.48	19.18	31.68
Grade 9-12	261.80	257.70	298.06
<b>Total ADA</b>	<b>281.28</b>	<b>276.88</b>	<b>329.74</b>

## REVENUE PROJECTIONS

**Table 3:**

Description	FY 2023-24
LCFF Sources	\$4,185,870
Federal Revenues	753,602
State Revenues Other than LCFF	715,070
Local Revenues	78,406
<b>Total Projected Revenues</b>	<b>\$5,732,948</b>

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 for (Lottery: Unrestricted).
- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

### **ESSA: School Improvement (CSI) Funding for LEAs:**

GSS was granted 2022-23 ESSA CSI funds in the amount of \$178,351. The project period for this grant began on March 13, 2023 and ends on September 30, 2024.

GSS has included \$165,090 of its 2022-23 CSI funds in this budget. The remaining amount of \$13,261 will be spent in FY 2024-25.

### **Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. GSS's ESSER III revised allocation is \$512,141 and of this amount \$17,104 was spent in FY 21-22 and \$37,246 was included in its FY 22-23 budget. GSS has included the remaining allocation of \$457,791 in this budget.

**American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II)** is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth are able to attend school and participate fully in school activities. GSS's allocation amount is \$3,393.

**Project Safe from Exploitation (SaFE)** – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and GSS is a subrecipient for \$4,700. As a subrecipient, GSS will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
  2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. GSS's allocation total is \$60,830 and of that amount it included the first 80% apportionment of \$48,664 in its FY 21-22 budget. GSS included the remaining 20% amounting to \$12,166 in its FY 23-24 budget.
  - **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$887.40 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$130.00 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. GSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.85 for Grades K-8 and \$55.17 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. GSS has included \$352,756 in its budget for this fiscal year.

#### **NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**

**Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*)	1100	12.73
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	1.25
Certificated Supervisor & Administrator	1300	1.10
Other Certificated Teacher Resource (CTR)	1900	6.00
Instructional Aide's Salaries	2100	4.00
Classified Support (Admin Support)	2200	0.18
Classified Supervisor & Administrator	2300	0.49
Clerical, Technical & Office Staff	2400	3.11
Other Classified Salaries	2900	0.07
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>28.93</b>

- \* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2023-24, we estimated the Special Ed population at 21.3%.

**EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	<b>Object</b>	<b>Certificated</b>	<b>Classified</b>
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.68%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$ 4,500	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.16%	1.16%

**NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700**

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. GSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

**PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800**

The total budget amount for Object Code 5800 is \$735,772 representing 12.83% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), GSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of GSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. GSS has deployed an integrated marketing plan to support organizational growth. To reach GSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2023-24, GSS has allocated \$85,994 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

## **DISTRICT OVERSIGHT FEES**

GSS will pay its authorizing agency (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

GSS has budgeted \$41,859 for FY 2023-24 for oversight fees.

## **RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200**

GSS has allocated \$32,551 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

## **RESERVES**

GSS has allocated reserves of \$286,647 for FY 2023-24 representing 5% of total revenues of \$5,732,948.

## **FACILITIES**

GSS carries contractual lease agreements with an annual cost of \$183,076 for FY 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term (Year 2027) is \$312,118. GSS has allocated reserves for this amount.

**GROSSMONT**  
*Secondary School*  
**PRELIMINARY OPERATIONAL BUDGET**  
**FY 2023-2024**

**REVENUES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>LOCAL CONTROL FUNDING FORMULA - LCFF</b>		
LCFF State Aid	8011	\$ 4,129,614.00
Education Protection Account	8012	56,256.00
<b>TOTAL, LCFF ENTITLEMENT</b>		<b>\$ 4,185,870.00</b>
<b>FEDERAL REVENUES</b>		
Federal IDEA	8290	\$ 33,410.00
ESSA CSI	8290	165,090.00
ESSER III	8290	357,191.00
ESSER III: Learning Loss	8290	100,600.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	72,577.00
Title II, Part A - Improving Teacher Quality Program	8290	9,174.00
Title III - Limited English Proficient Study Program	8290	3,753.00
Title IV - Student Support and Academic Enrichment	8290	10,000.00
Project SaFE	8290	959.00
ARP - Homeless Children & Youth II	8290	848.00
<b>TOTAL, FEDERAL REVENUES</b>		<b>\$ 753,602.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>		
Mandate Block Grant	8550	\$ 14,598.00
State Lottery Revenue - Unrestricted	8560	49,944.00
State Lottery Revenue - Restricted	8560	19,684.00
Special Education	8792	249,608.00
Special Education - Mental Health Level 2	8590	16,314.00
Career Technical Education Incentive	8590	352,756.00
Educator Effectiveness Block Grant	8590	12,166.00
<b>TOTAL, STATE REVENUES</b>		<b>\$ 715,070.00</b>
<b>LOCAL REVENUES</b>		
Interest Income	8660	\$ 68,407.00
All Other Local Revenue	8699	9,999.00
<b>TOTAL LOCAL REVENUES</b>		<b>\$ 78,406.00</b>
<b>TOTAL, REVENUES</b>		<b>\$ 5,732,948.00</b>

**GROSSMONT**  
*Secondary School*  
**PRELIMINARY OPERATIONAL BUDGET**  
**FY 2023-2024**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>CERTIFICATED SALARIES</b>		
Teachers' Salaries	1100	\$ 1,412,356.00
Certificated Pupil Support Salaries	1200	163,157.00
Certificated Supervisor & Adm. Salaries	1300	193,193.00
Other Certificated Salaries	1900	228,774.00
<b>TOTAL, CERTIFICATED SALARIES</b>		<b>\$ 1,997,480.00</b>
<b>CLASSIFIED SALARIES</b>		
Instructional Aides' Salaries	2100	\$ 96,412.00
Classified Support Salaries	2200	21,097.00
Classified Supervisors' and Administrators' Salaries	2300	83,503.00
Clerical, Technical, and Office Staff	2400	205,221.00
Other Classified Salaries	2900	7,836.00
<b>TOTAL, CLASSIFIED SALARIES</b>		<b>\$ 414,069.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100	\$ 363,708.00
PERS Retirement	3200	135,353.00
Social Security/Medicare	3300	66,421.00
Health and Welfare	3400	784,320.00
Unemployment Insurance	3500	1,206.00
Workers Compensation Insurance	3600	27,974.00
<b>TOTAL EMPLOYEE BENEFITS</b>		<b>\$ 1,378,982.00</b>
<b>TOTAL PERSONNEL COST</b>		<b>\$ 3,790,531.00</b>



**GROSSMONT**  
*Secondary School*  
**PRELIMINARY OPERATIONAL BUDGET**  
**FY 2023-2024**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
<b>BOOKS AND SUPPLIES</b>			
Textbooks	4100	\$	66,079.00
Books Other Than Textbooks	4200		20,191.00
Instructional Materials and Supplies	4300		148,127.00
On-Line Courses	4312		28,435.00
Research and Development	4313		9,178.00
Non-Capitalized Equipment	4400		63,275.00
Food	4700		10,456.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		<b>\$</b>	<b>345,741.00</b>
<b>SERVICES, OTHER OPERATING EXPENSES</b>			
Travel and Conference	5200	\$	31,501.00
Research and Development - Travel	5202		23,373.00
Dues and Memberships	5300		23,769.00
Liability Insurance	5400		33,263.00
Operations and Housekeeping Services	5500		130,951.00
Rental, Leases & Repairs	5600		244,515.00
Prof/Consulting Services/Oper. Exp.	5800		649,778.00
Marketing	5812		85,994.00
Communication	5900		65,909.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		<b>\$</b>	<b>1,289,053.00</b>
<b>CAPITAL OUTLAY</b>			
Depreciation - Leasehold Improvement	6900	\$	3,145.00
Depreciation - Equipment	6900	\$	16,026.00
<b>TOTAL, CAPITAL OUTLAY</b>		<b>\$</b>	<b>19,171.00</b>
<b>OTHER OUTGO</b>			
Debt Service Payment - Interest (Capitalized Leases)	7438	\$	1,805.00
<b>TOTAL, OTHER OUTGO</b>		<b>\$</b>	<b>1,805.00</b>
<b>RESERVES</b>			
Operational Reserve	9730	\$	143,324.00
Reserve for Economic Uncertainties	9770	\$	143,323.00
<b>TOTAL, RESERVES</b>		<b>\$</b>	<b>286,647.00</b>
%			5%
<b>TOTAL, EXPENDITURES</b>		<b>\$</b>	<b>5,732,948.00</b>



**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Grossmont Secondary School ;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Grossmont Secondary School has determined to spend the monies received from the Education Protection Act as attached.

DATED:

June 22, 2023

\_\_\_\_\_

Secretary

# GROSSMONT

## Secondary School

### Education Protection Account Expenditure Plan for FY 2023-24

#### Expenditures Through: June 30, 2024

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
<b>Projected Amount Available for this Fiscal Year:</b>	8012	\$ 56,256.00
Adjusted Total Revenue Limit: 56,256.00		
Less In Lieu of Property Taxes -		
Total EPA Entitlement <u>56,256.00</u>		
<b>Total Projected EPA Entitlement</b>		<b>\$ 56,256.00</b>
<b>Projected Expenditures:</b>		
<b>For Teachers' Salaries and Benefits Only</b>		
Teachers' Salaries	1100	\$ 32,005.25
Retirement: STRS	3111	\$ 6,113.04
Medicare	3321	\$ 467.65
Health & Welfare	3401	\$ 17,036.17
Unemployment Insurance	3501	\$ 15.95
Workers' Compensation Insurance	3601	\$ 374.10
Mileage Allowance	5200	\$ 243.84
<b>Total Projected Expenditures</b>		<b>\$ 56,256.00</b>
<b>Balance (Total Available minus Total Expenditures)</b>		<b>-</b>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mirus Secondary School

CDS Code: 36750440114389

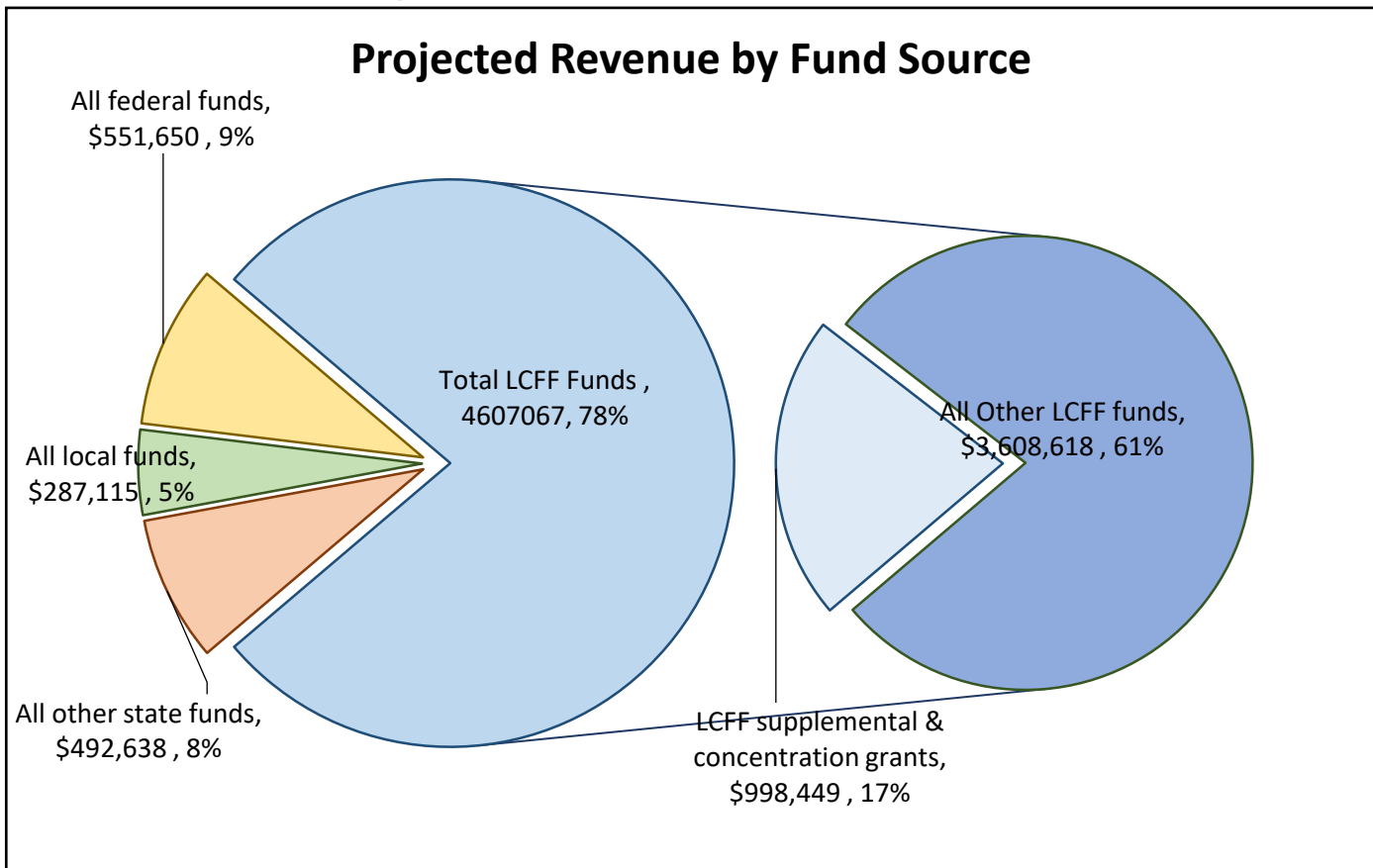
School Year: 2023 - 24

LEA contact information: Alex Carrillo, Phone: (760) 947-7135, Email: [acarrillo@altusschools.net](mailto:acarrillo@altusschools.net)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023 - 24 School Year

### Projected Revenue by Fund Source

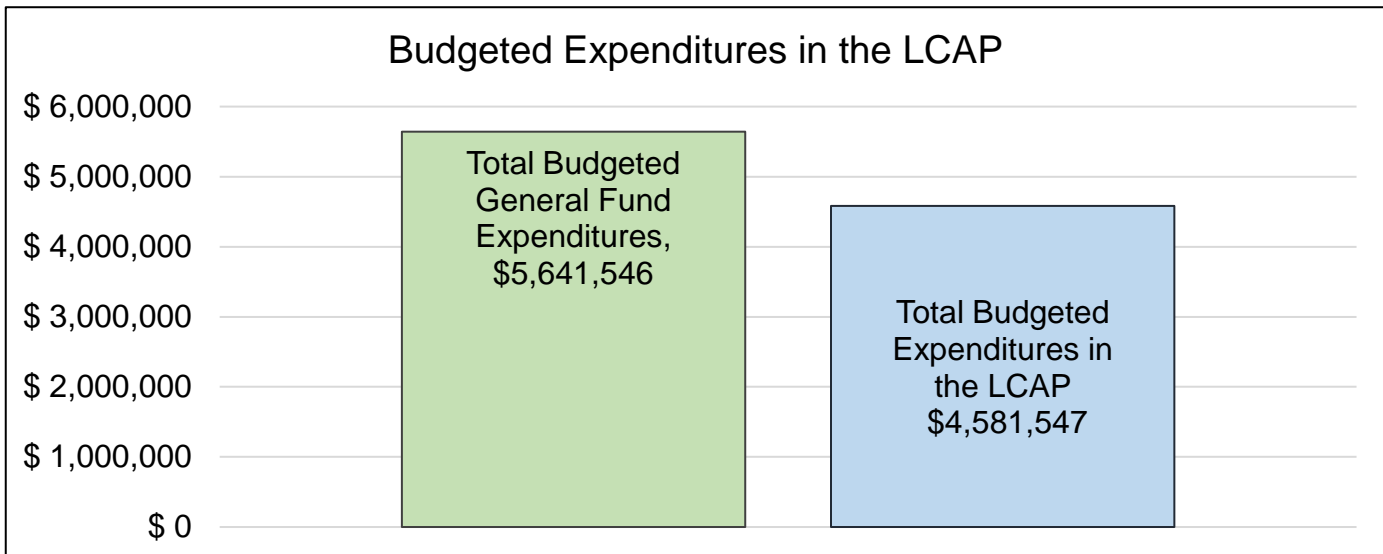


This chart shows the total general purpose revenue Mirus Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mirus Secondary School is \$5,938,470.00, of which \$4,607,067.00 is Local Control Funding Formula (LCFF), \$492,638.00 is other state funds, \$287,115.00 is local funds, and \$551,650.00 is federal funds. Of the \$4,607,067.00 in LCFF Funds, \$998,449.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mirus Secondary School plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

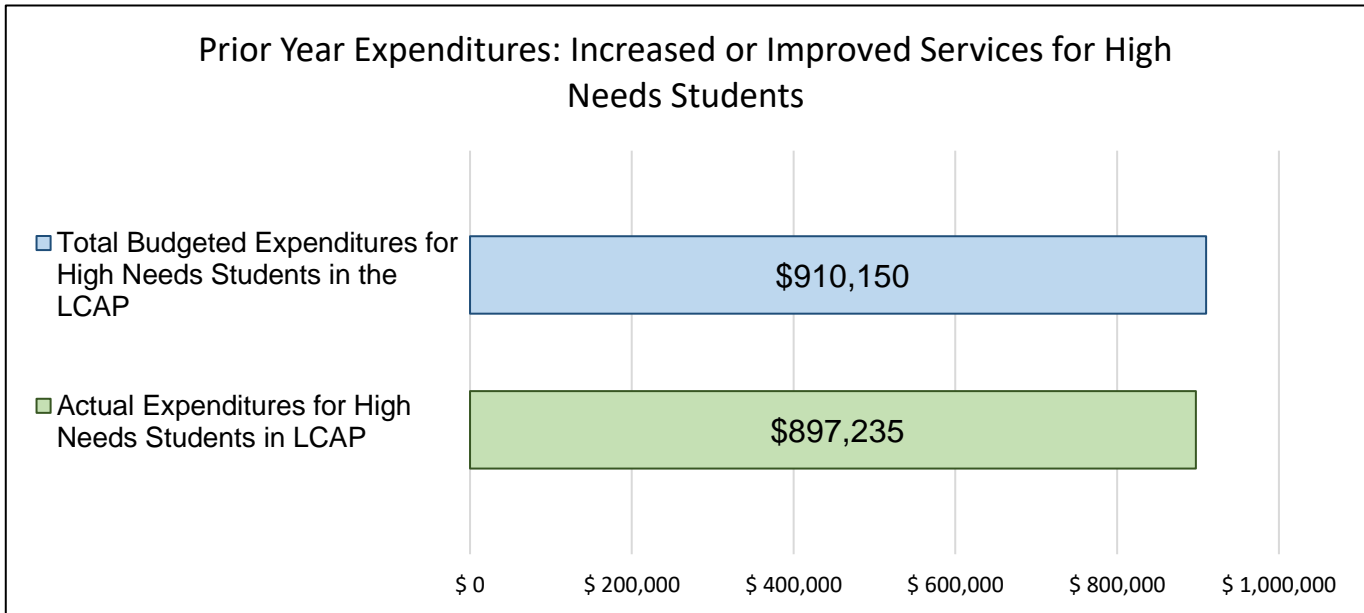
The text description of the above chart is as follows: Mirus Secondary School plans to spend \$5,641,546.00 for the 2023 - 24 school year. Of that amount, \$4,581,547.00 is tied to actions/services in the LCAP and \$1,059,999.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year

In 2023 - 24, Mirus Secondary School is projecting it will receive \$998,449.00 based on the enrollment of foster youth, English learner, and low-income students. Mirus Secondary School must describe how it intends to increase or improve services for high needs students in the LCAP. Mirus Secondary School plans to spend \$1,193,285.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Mirus Secondary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mirus Secondary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Mirus Secondary School's LCAP budgeted \$910,150.00 for planned actions to increase or improve services for high needs students. Mirus Secondary School actually spent \$897,235.00 for actions to increase or improve services for high needs students in 2022 - 23. The difference between the budgeted and actual expenditures of \$12,915.00 had the following impact on Mirus Secondary School's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mirus Secondary School	Alex Carrillo School Lead	<a href="mailto:acarrillo@altusschools.net">acarrillo@altusschools.net</a> (760) 947-7135

## Plan Summary: 2023-24

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Mirus Secondary School (Mirus) was developed as a unique partnership between Hesperia Unified School District and the founders of the school. The charter proposal was introduced by and personally advocated by the Director of Alternative Education to the various board members. The proposal was unanimously accepted by the Hesperia Unified School Board and Mirus Secondary opens its doors to the students in Hesperia community in August 2007.

**Mirus is an educational option that serves students in grades 7-12 and received a Six-Year Accreditation Status by WASC through June 30, 2029.** Mirus operates three neighborhood resource centers: two sites in Hesperia and one site in Palm Desert. Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Mirus is a non-classroom based, independent study program.

Mirus is an Altus School. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Mirus, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Mirus are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Mirus works to

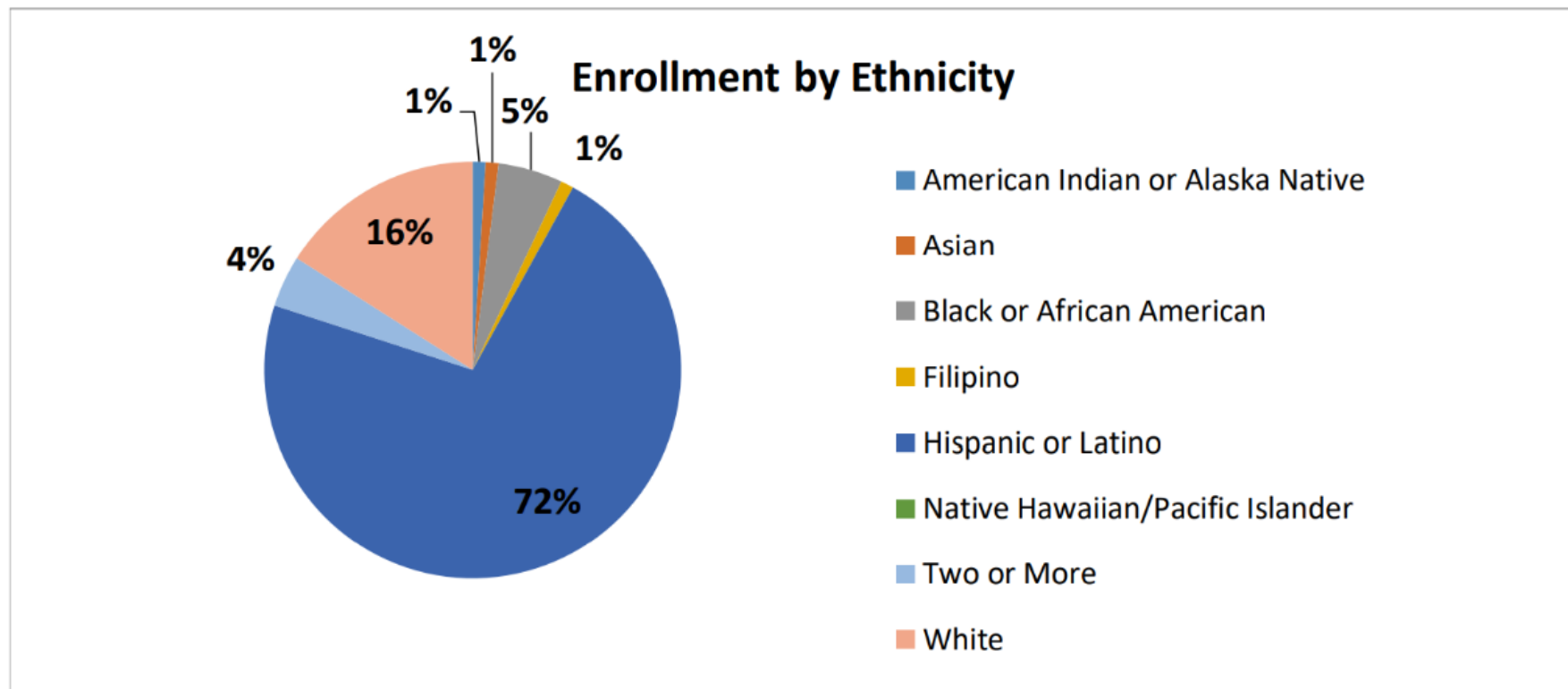
alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**Mirus is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS).** DASS 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:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2023, Mirus had a total enrollment of 321 students. Of these 321 students, 72% were Socioeconomically Disadvantaged, 17% were Students with Disabilities, 6% were GATE, 8% were English Learners, 3% were Homeless, and 0.3% were Foster Youth.

In addition, of these 321 students, 72% were Hispanic, 16% were White and 5% Black or African American. 7% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Mirus' Educational Partners are satisfied with the school's commitment to providing a personalized instructional program for all students. This personalized approach is the school's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the school's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Mirus offers as they look for a new approach to learning and the ability to graduate on time.

**According to the 2022 Dashboard, Mirus' Dashboard Alternative Status School (DASS) One-Year Grad Rate was 94.7% for All Students.** While the DASS one-year graduation rate is only being reported for information purposes for DASS schools, educational partners believe that this continues to be a key indicator of the school's success. As seen in the table below, the school met or exceeded the 80% target for All Students and all other numerically significant Student Groups. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2023-24 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Mirus will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	113	107	94.7%
English Learners	5	*	*
Foster Youth	1	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	66	60	90.9%
Students with Disabilities	15	12	80.0%
African American	6	*	*
American Indian or Alaska Native	1	*	*
Asian	1	*	*
Filipino	1	*	*
Hispanic	55	51	92.7%
White	38	37	97.4%
Two or More Races	11	10	90.9%

**The school was satisfied with the 2022 Chronic Absenteeism rate for students in grades 6-8.** According to the 2022 School Dashboard, 17.4% of students were chronically absent for the school year. Mirus' Chronic Absenteeism Rate is significantly better than the State's average (30%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area.

**Mirus' educational partners are pleased with the 2022-23 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2023.** The goal is to have at least 60% of students meet their individualized NWEA Growth target. Tentative results for 2022-23 are provided below:

- 66% of students tested met their NWEA Reading Growth Target
- 65% of students tested met their NWEA Language Growth Target
- 60% of students tested met their NWEA Math Growth Target

**Mirus' Conditions & Climate remains a strength of the educational program.** For the 2021-22 school year, Mirus' Suspension Rate on the School Dashboard was 0.1%. This is significantly better than the State's average which is 3.1%. Providing Mirus students with a healthy, safe, and welcoming environment is most important because a high percentage of students choose to enroll to 'get away from negative experiences' at their previous school settings.

The School surveyed students and parents throughout the 2022-23 school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below.

#### **School Safety:**

- 96% of parents report that they feel their child is safe at school.
- 99% of students report that they feel safe at the Resource Center.

#### **Educational Program:**

- 98% of parents report high levels of satisfaction with school.
- 100% of students report high levels of satisfaction with the school.

Mirus' educational partners believe that the school has successfully maintained high levels of student engagement by providing students with synchronous one-on-one academic tutoring and ongoing small group instruction. Instructional staff stay in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate.

### **Cumulative Attendance/Participation Rate:**

As of April 2023, the school's cumulative attendance rate is 85.2%. This exceeds the 84% attendance target the school set for the 2022-23 school year. Significant student groups, including Hispanic or Latino, White, Students with Disabilities, English Learners, and Homeless students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2023-24 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law allows the 2022 School Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of the five Status levels (ranging from Very High, High, Medium, Low and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Based upon a thorough analysis of the 2022 School Dashboard, the school will continue to focus resources and develop strategies to improve in the areas identified below:

- According to the 2022 School Dashboard, All Students scored 122.6 points below standard on the **Summative Mathematics Smarter Balanced Assessments**. This is considered a Very Low status level and will continue to be a critical area of focus for the school. Additionally, there were two student groups with the Very Low status: Hispanic (-115.4) and Socioeconomically Disadvantaged (-147.2). The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards. Teachers will also

receive individualized professional learning from the school's math specialist focused on meeting the unique needs of each student.

- For **English Language Arts**, All Students scored 53.9 points below standard on the Summative ELA Smarter Balanced Assessments in 2022. This is considered a Low status level for All Students. Both Hispanic (-47.1) and Socioeconomically Disadvantaged (-61) achieved a Very Low status level as well. Similarly, to Math, the school will consider ELA to be a critical area of focus for the 2023-24 school year. The school will strive to enhance current systems and structures to improve ELA achievement for All Students and significant student groups. The school will analyze formative and summative assessment data throughout the school year to determine areas of weaknesses, particularly claims and targets and provide targeted instruction in those areas.
- The school's **Combined Four-and Five-Year Graduation Rate** for 2022 was 57%. This is considered a Very Low status level. There were several student groups that received a Very Low status level: Hispanic, Socioeconomically Disadvantaged, and White. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grade Rate as a modified method for DASS schools. However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE (see table provided in the Reflections: Successes).
- The school will also focus on improving the **English Learner Progress Indicator (ELPI)**. According to the 2022 School Dashboard, 37.5% of ELs were making progress towards English language proficiency. The school will focus on enhancing Actions related to English Language Development based upon data analysis and educational partner feedback. School programs designed to improve literacy such as Achieve3000, MyPath ELA, and BrainPOP ESL will need to be fully implemented school-wide with ongoing specialized staff training.
- While the **College/Career Indicator (CCI)** was not reported in the 2022 California School Dashboard, the school wants to increase the number of graduates who are meeting the Prepared criteria. To improve in this area, counselors will focus on recruiting and advising students on enrolling in CTE Pathways, Early College Credit Programs and Leadership/Military Science coursework. The school will also refine monitoring efforts focused on how each student is progressing towards meeting the CCI Prepared criteria.

Educational partners believe that professional learning is key to continued improvement and success on School Dashboard Indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE).

The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training, and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion (E&I) staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. E&I staff will work on expanding the school's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health and behavioral services to students and family members.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data to identify program goals, Metrics, and actions that will ensure all students are meeting rigorous academic standards.

**Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.**

### **Key Actions and Services for All Students:**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

**Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and are accessible to All Students.**



**Key Actions and Services for All Students:**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- Multiple high quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000, BrainPOP ESL and Edgenuity MyPath Individual Learning Plans

**Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.**

**Key Actions and Services for All Students:**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development for staff: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

**Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.**

**Key Actions and Services for All Students:**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

#### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Meal Program at all school sites
- Homeless and Foster Youth Liaison

**Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.**

#### **Key Actions and Services for All Students:**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

#### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Family Resource Night
- Interactive and engaging English Learners Advisory Committee (ELAC)
- ELD Progress Reports, multilingual materials

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Mirus Secondary School is eligible for Comprehensive Support and Improvement (CSI).

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Beginning with the 2022 School Dashboard, DASS schools received the Combined Four-Year and Five-Year Graduation Rate, and this rate determined Mirus' eligibility for CSI.

In prior years, the DASS Graduation Rate was used for accountability for DASS schools because they serve highly mobile and credit-deficient students. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California's use of a DASS modified graduation rate and academic indicator on the Dashboard. The ED issued a subsequent decision in August 2022 to decline a waiver request from the SBE of the requirements of the Every Student Succeeds Act (ESSA) to allow for continued use of the DASS graduation rate.

While Mirus' Combined Four-Year and Five-Year Graduation Rate was 57% for 2022, the school's DASS One-Year Graduation Rate was 94.7%. Clearly, Mirus has excelled at the DASS One-Year Graduation Rate. However, Mirus' educational partners believe that the Combined Four-Year and Five-Year Graduation Rate may not be the most appropriate Metric to measure the school's ability to engage high school students, for the following reasons:

- Many students enroll at Mirus credit deficient and not on-track to graduate within four or five years because of challenges they faced at their previous schools.
- The Combined Four-Year and Five-Year Graduation Rate only includes students who earn a 'regular high school diploma' and excludes High School Equivalency Certificate (e.g., CHSPE, GED, and HiSET).

While the Combined Four-Year and Five-Year Graduation Rate calculation method may be unfavorable to a DASS school, the **school community is committed to continuous improvement and performance excellence.**

The school's CSI Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful educational partner feedback was collected throughout multiple collaborative settings: surveys, school events, meetings, conferences, and trainings. Feedback was collected, organized, and analyzed by the school to determine the educational needs of all students and formulate programs, services, and allocation of resources. Additionally, educational partner involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation.

Educational partners participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Educational partners followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the school's ideal rates of growth. Educational partners analyzed a variety of data and information related to student engagement and achievement, including all Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, educational partners analyzed **Resource Allocation** by category. Educational partners came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the school's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Educational partners believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

The school utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustain program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, educational partners engage in evidence-based decision making and reflection. Educational partners followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and educational partners investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged as impacting the school's graduation rate:

- On average, high school students enroll below grade level in English Language Arts and Mathematics skills/knowledge, as measured by NWEA, and need high-quality instruction and rigorous materials to close potential achievement gaps.
- Students need additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements.
- Students and families, particularly socioeconomically disadvantaged households, need access to Chromebook and/or home internet to have full and equal access to the educational program.
- Students need programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit which are designed to engage and prepare students for post-secondary pathways.

- Counselors play a crucial role in assisting students with their college and career planning, including academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- Students need access to social-emotional learning opportunities and support/resources to remain engaged and achieve in school.

Based upon the Needs Assessment results, the school engaged in a comprehensive selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the school's need to increase Graduation Rate. As a result, the school has integrated specific actions and services into the 2023-24 LCAP which are designed to improve Graduation Rate:

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. These additional support staff will allow teachers to focus on delivering instruction and provide additional support for students who need it the most.
- **Goal 1, Action 4:** Provide a high dosage tutoring program to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.
- **Goal 2, Action 2:** Provide Chromebooks and internet services to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.
- **Goal 2, Action 3:** Provide an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.
- **Goal 2, Action 3:** Counselors will provide guidance, advising, and training to students and family members focused on preparing for college/career pathways.
- **Goal 3, Action 1:** Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.
- **Goal 3, Action 2:** Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school has added the **Combined Four-Year and Five-Year Graduation Rate Metric into LCAP Goal 1**. The desired outcome is to improve 3% annually on this Metric; or exceed the County DASS schools' average or State DASS schools' average. The school's Data Department staff analyzed results of the 2022 Dashboard and determined that the State DASS school average was 57.3% and San Bernardino County DASS school average was 62%.

For the 2023-24 school year, school leadership will continue to implement, analyze, and enhance the strategies, and supports embedded in the CSI Plan as part of the Continuous Improvement Framework. To monitor and evaluate the effectiveness of the CSI Plan services and support, the school will use multiple assessment tools, data analysis protocols, and will include key educational partners. To ensure continuous improvement, educational partners will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. Educational partners will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for high school students:

### **School Data Department**

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

### **School Curriculum & Professional Learning Department**

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data.
- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

### **School Leadership**

- Monitor and evaluate effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data.

### **Instructional Leaders**

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.
- Conduct ongoing teaching observations, September 2023 to April 2024, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

### **School Counselors**

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS.
- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

### **Teachers**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional, and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees, and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents, and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2023-24 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of Metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

## **School Leadership Team**

Date: August 1-5, 2022

Involvement Method: Annual Strategic Planning

## **Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: August 19, 2022; August 24, 2022

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

## **Board of Directors and Community**

Date: August 31, 2022

Involvement Method: Board Meeting

## **Parents and Family Members**

Dates: July 27, 2022; August 10, 2022; September 14, 2022; September 28, 2022; November 2, 2022; December 14, 2022; January 25, 2023; February 15, 2023; March 1, 2023; April 12, 2023

Involvement Method: Family Learning Series

## **Board of Directors and Community**

Date: September 6, 2022



Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: October 3-28, 2022

Involvement Method: School Open House Events

**All Staff**

Date: October 7, 2022

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: October 27, 2022

Involvement Method: English Learners Advisory Committee

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: October 28, 2022

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: September 23, 2022

Involvement Method: Special Education Compliance Clinic

**Students, Parents, Teachers and Staff**

Date: November 9, 2022

Involvement Method: School Site Council Meeting

**Board of Directors and Community**

Date: December 7, 2022

Involvement Method: Board Meeting

**All Staff**

Date: January 20, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: January 27, 2023

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: February 10, 2023

Involvement Method: Special Education Compliance Clinic

**School Leadership Team**

Date: February 22-23, 2023

Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**

Date: March 1, 2023

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: March 1-24

Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**

Date: March 17, 2023

Involvement Method: Instructional Meeting

**All Staff**

Date: April 7, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: April 18, 2023

Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**

Date: May 8, 2023

Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: May 19, 2023

Involvement Method: Instructional Meeting

### **Board of Directors and Community**

Date: June 22, 2023

Involvement: Regular Board Meeting

The school's 2023-24 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

### A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2023-24 LCAP.

#### **Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support, and planning related to post-high school pathways: community college, university, military, and career.
- Ongoing opportunities to participate in field trips that are relevant to their interests and post-high school plans.
- Variety of Meal Program options in the resource center.

- Recognition for academic achievements and accomplishments.
- Assignments and projects that include relevant current events.

**Parents, Family Members and Advisory Committees:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Additional support and training related to planning for college and financial aid information.
- Ongoing opportunities for students to practice peer-to-peer collaboration on assignments and projects.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers, and meet with support staff.
- Ongoing communication from instructional staff regarding their child's academic progress, engagement, and important school events.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Information and support accessing community-based partners.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Advisory Committees:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Utilization of Zoom translation features for ELAC meetings.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources, and tools for parents to support learning at home.

- Information related to their child's English language development throughout the school year, including test scores, academic grades, credit completion.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Provide mental health counseling sessions to students to address problems or issues.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Continue to provide student laptops and charging carts in resource centers.
- Enhanced communication system that school leadership can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling, and administrative tasks.

- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Specialized literacy program/materials to support Students with Disabilities who are identified as struggling readers by the IEP Team.
- Student engagement and achievement data, which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Outreach and recruitment focused on enrolling more SWDs in Early College Credit Programs and Career CTE Pathways.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Engaging annual school events, including Family Night, College and Career Week, and Senior Night that provide educational partners with high-quality content and opportunities to ask clarifying questions related to the educational program.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- Ongoing refinement of the MTSS to ensure that it is adequately responding to the unique needs of all students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.

- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2023-24 school year. These five goals address the instructional approach, curriculum, professional development system, school climate and family engagement. Each LCAP Goal, along with their corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2023-24 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from **students**, the school has added the following Actions to the 2023-24 LCAP:

- The school will continue to focus on recruiting and hiring qualified instructional support staff, including CTRs, RCAs, and LAs, to provide additional academic tutoring opportunities in-person and online.
- Recruit additional students to participate in AVID Program, which is designed to create a 'college going mindset' but also provide ongoing peer-to-peer interaction and collaboration.
- School instructional leaders will collaborate with teachers to plan ongoing field trips throughout the school year. Students continue to express in surveys that they want field trips that match their interests and post-secondary plans.
- The school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways.
- Increased access to counselors and college information/planning sessions.
- Full implementation of AVID Program to provide additional Social and Emotional Learning opportunities.

After examining feedback from **parents of English Learners**, the school will initiate the following 2023-24 LCAP Actions:

- Provide families of English Learners with ELD progress reports, aligned to the CA EL Roadmap.
- Full utilization of Zoom translation features to engage non-English speaking families.
- Additional tutoring opportunities for English Learner students focused on building Language skills and effective study habits.

Information collected from **parents and family members**, led the school to develop the following LCAP Actions for 2023-24:

- More information and support related to college and career planning.

- Additional opportunities for students to interact peer-to-peer in the school setting.
- Access to community-based partnerships that focus on health and wellness, particularly physical fitness and mental wellbeing.
- Engaging school events, including a Family Resource Night to increase parent involvement and awareness of educational programs and services designed to improve student academic achievement.

After evaluating feedback from **teachers and staff**, the school will initiate the following 2023-24 LCAP Actions:

- Targeted recruitment for instructional support staff to support that can provide high-quality academic tutoring in the core subjects.
- Expand Early College Credit opportunities to all students.
- Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- Mental Health & Wellness Hub to quickly access information for students and families.
- Develop a mental health student referral process that is streamlined and user-friendly.
- Research potential futuristic teaching and learning methods, including Virtual Reality platforms.

By analyzing feedback from **special education staff**, the school has designed the following 2023-24 LCAP Actions:

- Additional college and career planning support for Students with Disabilities (SWDs) focused on successful post-secondary transitions.
- Integrate a specialized literacy program into the school's MTSS, Ascend SMARTER Intervention, as a targeted academic intervention for SWDs.
- Recruit SWDs to participate in AVID and Character and Leadership Development Programs to support their social-emotional learning needs.

Based upon feedback from **administrators**, the school will implement the following 2023-24 LCAP Actions:

- Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- Create and implement an individualized Gifted and Talented Education (GATE) Plan for all identified students.
- Full implementation of AVID Program to build strong foundational skills, facilitate peer-to-peer collaboration, and create a college going mindset for students.
- Improve reporting Language development progress with families of English Learners, focused on ELPAC results, credit completion, local assessment data, and teacher observations.
- Utilize a 5D+ Rubric during teaching observations to elevate teaching pedagogy.
- Embedded Zoom training and support for staff in the Altus University Calendar.
- Improved alignment of English Learner Training with the CA EL Roadmap.



- Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- Ongoing training for staff focused on contemporary issues facing youth, but with emphasis on building school practices of equity and inclusion.
- Facility ticketing and monitoring system to ensure resource centers remain in good repair status.
- Facility card access control system to manage guest entry as a school safety precaution.
- Evaluate the California Healthy Kids Survey results to determine future school planning as it relates to MTSS.
- Develop a LCAP Infographic to summarize Goals, Actions, Expenditures for educational partners and community members.

# Goals and Actions

## Goal

Goal #	Description
<b>Goal 1</b>	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

An explanation of why the LEA has developed this goal.

Mirus is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Mirus credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Mirus is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Basic</b> Teachers appropriately assigned and credentialed	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Results</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 90% of teachers as of October 2022		<b>Desired Outcome for 2023-24</b> At least 90% of teachers are fully credentialed and appropriately assigned

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<p><b>Pupil Achievement</b></p> <p><u>One-Year DASS Graduation Rate:</u></p> <p>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</p>	<p><b>2020-21 Source: CA School Dashboard</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>98.8%</td> </tr> <tr> <td>Hispanic</td> <td>97.9%</td> </tr> <tr> <td>White</td> <td>100%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>97.9%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table>	Schoolwide	98.8%	Hispanic	97.9%	White	100%	African American	*	2+ Races	*	EL	*	SED	97.9%	SWD	*	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>94.7%</td> </tr> <tr> <td>Hispanic</td> <td>92.7%</td> </tr> <tr> <td>White</td> <td>97.4%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>90.9%</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>90.9%</td> </tr> <tr> <td>SWD</td> <td>80%</td> </tr> </tbody> </table>	2021-22: Results		Schoolwide	94.7%	Hispanic	92.7%	White	97.4%	African American	*	2+ Races	90.9%	EL	*	SED	90.9%	SWD	80%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table>	2022-23 Results		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;80%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;80%</td> </tr> <tr> <td>White</td> <td>&gt;80%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>&gt;80%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	*	2+ Races	*	EL	*	SED	>80%	SWD	*
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<b>Pupil Achievement</b> California <u>Science</u> Test: Improve the annual percentage of All Students and Student Groups scoring proficient	<b>2018-19 Source: DataQuest</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	17.21%	Schoolwide	24.21%	Schoolwide	>17.21%
	Hispanic	11.11%	Hispanic	19.3%	Hispanic	>11.11%
	White	40%	White	21.05%	White	>40%
	African American	*	African American	*	African American	*
	2+ Races	*	2+ Races	*	2+ Races	*
	EL	*	EL	*	EL	*
	SED	10.17%	SED	10.42%	SED	>10.17%
	SWD	0%	SWD	12.5%	SWD	>0%
			<b>Data Source:</b> DataQuest CAASPP Results  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> DataQuest CAASPP Results  <b>Note:</b> 2023 DataQuest CAASPP results will be available in Fall 2023		

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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	<p>a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.</p> <p>b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.</p> <p>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.</p>	\$6,084	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate and Support English Language Proficiency for English Learners	<p>a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.</p> <p>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.</p> <p>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.</p> <p>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.</p> <p>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.</p> <p>f) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.</p> <p>g) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.</p>	\$150,069	Yes



<p>Action 3</p>	<p>Academic Instruction and Support for All Students</p>	<ul style="list-style-type: none"> <li>a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.</li> <li>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.</li> <li>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.</li> <li>d) Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.</li> <li>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.</li> <li>f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.</li> <li>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.</li> <li>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-</li> </ul>	<p>\$937,651</p>	<p>No</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>solving scenarios.</p> <p>i) Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.</p> <p>j) School instructional leaders will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.</p> <p>k) School staff will provide ongoing field trips that focus on student career and college pathways interest.</p> <p>l) Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.</li> <li>b) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.</li> <li>c) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.</li> <li>d) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.</li> <li>e) Equity and Inclusion (E&amp;I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.</li> <li>f) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.</li> </ul>	\$649,706	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.</p> <p>d) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.</p>	\$817,343	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&amp;I and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$40,604	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.</p> <p>d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.</p> <p>e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.</p>	\$367,738	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is focused on increasing student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven Actions included in Goal 1. Upon a careful review of each Action, it is evident that there are no substantive differences to report. An Action summary is provided below:

- **Action 1:** Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments and Illuminate Assessments to inform teaching and learning systems.
- **Action 2:** Implemented the school's English Language Development (ELD) Plan to all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff utilized key platforms, including School Pathways and Naviance to monitor student progress towards meeting individual academic goals and plan for postsecondary pathways. Counselors remained actively involved in the school's MTSS to support the unique needs of students and advise students and parents on viable graduation pathways. Teachers provided live academic instruction focused on increasing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities geared primarily for unduplicated pupils. This included instructional support staff, and an ongoing partnership with a non-profit tutoring organization. Counselors, E&I staff, Homeless and Foster Youth Liaison provided support and coordinated services and support to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services to qualifying students as outlined in their IEP.
- **Action 6:** Staff conducted systematic monitoring of student engagement and achievement by utilizing key Data Integration System platforms, including Naviance, NWEA, Illuminate and Achieve3000. Local monitoring tools and instruments were successfully published and updated to allow staff to conduct timely monitoring of key performance indicators.
- **Action 7:** Ellevation was successfully utilized throughout the year for English Learner monitoring and instructional planning. Data and Assessment Department staff provided ongoing and timely Monthly Storybooks that summarize unduplicated pupils' progress and achievement on key indicators to inform staffs' decision-making related to existing programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

## **Action 2**

Budgeted Expenditures: \$180,108

Estimated Actual Expenditures: \$151,114

Material Difference: Decrease \$28,994

Explanation: When the preliminary budget was developed, Mirus budgeted additional FTE for teachers to support Goal 1, Action 2. Due to the budgeted FTE positions not being filled, estimated actuals decreased by \$28,994.

### **Action 3**

Budgeted Expenditures: \$969,442

Estimated Actual Expenditures: \$620,391

Material Difference: Decrease \$349,051

Explanation: The Preliminary Budget included budgeted FTE positions for Certificated Teacher Resources (CTR) to assist general education teachers to support students. Due to a shortage in the workforce, the budgeted CTR positions were not filled.

### **Action 5**

Budgeted Expenditures: \$601,216

Estimated Actual Expenditures: \$691,293

Material Difference: Increase \$90,077

Explanation: Increased FTE staff allocations to align with action Goal 1, Action 5 due to increased growth in special education population to support the academic instruction and support for students with disabilities.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is confident that Goal 1 Actions are contributing to successful student outcomes appropriate for a school identified as DASS. The school was able to meet, or on track to meet, desired outcomes for the 2022-23 Metrics outlined below:

- Teachers Appropriately Assigned and Credentialed: 90% of teachers
- Projected Chronic Absenteeism Rate: 11.9%
- NWEA Reading Growth: 66%
- NWEA Language Growth: 65%
- NWEA Math Growth: 60%
- Student Attendance Rate: 85.2%
- Middle School Dropout Rate: 0%
- High School Dropout Rate: 2.3%

While the 2022-23 DASS One-Year Graduation Rate is unavailable at this time, staff are optimistic that it will continue to exceed 90%.

Additionally, the 2022-23 SBA Math and ELA results are unavailable, but staff are satisfied with the 2021-22 results and are optimistic that the school will be able to demonstrate annual continuous improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022 School Dashboard, the CDE published the Combined Four- and Five-Year Graduation Rate as the High School Engagement Indicator, rather than the DASS One-Year Graduation Rate. Therefore, the Combined Four- and Five-Year Graduation Rate has been added as a Goal 1 metric.

Based upon educational partner feedback, the school has adjusted the Metric focused on Teachers Appropriately Assigned and Credentialed to have an annual target of 90%.

As a school identified as DASS, educational partners wanted to add comparison outcomes to the following Metrics: Graduation Rate, Chronic Absenteeism, SBA Math, and SBA ELA. Each of these Metrics will include County DASS school averages and State DASS school averages.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2023-24:

- **Action 2f and Action 2g:** These Actions were realigned from Goal 3 (Professional Learning) to Goal 1 (Teaching and Learning).
- **Action 3a:** The school's Human Resources staff will recruit additional part-time instructional staff, including Resource Center Associates (RCAs) and Learning Associates (LAs) to support the educational program.
- **Action 4a:** RCAs and LAs are included in this action to provide additional and targeted academic tutoring to unduplicated pupils.
- **Action 4c:** The school will provide a fully implemented and robust AVID program to increase student engagement and achievement for historically underserved student groups.
- **Action 5d:** Special Education staff will implement Ascend SMARTER Intervention to support the academic needs of students with disabilities to improve literacy.
- **Action 7c:** School leadership will develop a semester ELD progress report that teachers can share with families of English Learner students to summarize language progress.
- **Action 7d:** Teachers will prepare a semester ELD progress report for each EL student and share with families.



A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

Mirus is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Basic</b> Availability of standards aligned instructional materials to every student	2020-21 Source: Local Reporting	2021-22: Results	2022-23 Results		Desired Outcome for 2023-24
	100% of students	100% of students	100% of students		100% of students
			Data Source: Locally Reported		

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<p><b>Course Access</b></p> <p>Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual &amp; Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>All students had access and were enrolled in a broad course of study</p>	<p><b>2021-22: Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year</p>	<p><b>2022-23 Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study</p>
<p><b>Course Access</b></p> <p>Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills</p>	<p><b>2020-21 Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2021-22: Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>	<p><b>2022-23 Results</b></p> <p>100% of pupils with exceptional needs</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of pupils with exceptional needs</p>

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<b>Course Access</b> Increase the annual number of students completing <u>college credit</u> courses	<b>2020-21 Source: Local Reporting</b> 3 students earned early college credit	<b>2021-22: Results</b> <table border="1"> <tr> <td>Dual Enrollment</td> <td>9</td> </tr> <tr> <td>Articulated Credit</td> <td>4</td> </tr> <tr> <td>Total early college credit</td> <td>13</td> </tr> </table> <b>Note:</b> Results as of April 2022	Dual Enrollment	9	Articulated Credit	4	Total early college credit	13	<b>2022-23 Results</b> <table border="1"> <tr> <td>Dual Enrollment</td> <td>Not available</td> </tr> <tr> <td>Articulated Credit</td> <td>Not available</td> </tr> <tr> <td>Total early college credit</td> <td>Not available</td> </tr> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Early College Credit results will be available in Fall 2023	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Number of students completing college credit courses</td> <td>&gt;3 students</td> </tr> </table>	Number of students completing college credit courses	>3 students
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<b>Course Access</b> Increase annual student participation in <u>Advanced Placement (AP) Courses</u>	<b>2020-21 Source: Local Reporting</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>69</td> </tr> </table>	Number of AP Courses Assigned	69	<b>2021-22: Results</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>88</td> </tr> </table> <b>Note:</b> Results as of April 2022	Number of AP Courses Assigned	88	<b>2022-23 Results</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>48 courses</td> </tr> </table> <b>Data Source:</b> Locally Reported  <b>Note:</b> Results as of February 2023	Number of AP Courses Assigned	48 courses		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>&gt;69</td> </tr> </table>	Number of AP Courses Assigned	>69						
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<b>Course Access</b> Maintain High-Quality and relevant established <u>CTE Career Pathways</u>	<b>2020-21 Source: Local Reporting</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care	<b>2021-22: Results</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management  <b>Note:</b> CTE Career Pathways available as of April 2022	<b>2022-23 Results</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management  <b>Data Source:</b> Locally Reported  <b>Note:</b> CTE Career Pathways		<b>Desired Outcome for 2023-24</b> Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management														

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<b>Pupil Achievement</b> Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher	<b>2020-21 Source: CA School Dashboard</b> <table border="1"> <tr><td>Schoolwide</td><td>0%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>0%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table>	Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	*	SED	0%	SWD	*	<b>2021-22: Results</b> <table border="1"> <tr><td>Schoolwide</td><td>1.2%</td></tr> <tr><td>Hispanic</td><td>0%</td></tr> <tr><td>White</td><td>0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>7.7%</td></tr> <tr><td>EL</td><td>0%</td></tr> <tr><td>SED</td><td>0.8%</td></tr> <tr><td>SWD</td><td>0%</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	1.2%	Hispanic	0%	White	0%	African American	*	2+ Races	7.7%	EL	0%	SED	0.8%	SWD	0%	<b>2022-23 Results</b> <table border="1"> <tr><td>Schoolwide</td><td>Not available</td></tr> <tr><td>Hispanic</td><td>Not available</td></tr> <tr><td>White</td><td>Not available</td></tr> <tr><td>African American</td><td>Not available</td></tr> <tr><td>2+ Races</td><td>Not available</td></tr> <tr><td>EL</td><td>Not available</td></tr> <tr><td>SED</td><td>Not available</td></tr> <tr><td>SWD</td><td>Not available</td></tr> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr><td>Schoolwide</td><td>&gt;0%</td></tr> <tr><td>Hispanic</td><td>&gt;0%</td></tr> <tr><td>White</td><td>&gt;0%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>*</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>&gt;0%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table>	Schoolwide	>0%	Hispanic	>0%	White	>0%	African American	*	2+ Races	*	EL	*	SED	>0%	SWD	*
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Other Pupil Outcomes</b>  Maintain a compliant and accessible Work Experience Education (WEE) Program	<b>2020-21 Source: Local Reporting</b>  Met compliance requirements set forth by the California Department of Education	<b>2021-22: Results</b>  WEE Program remains compliant and available to all students for the 2021-22 school year	<b>2022-23 Results</b>  WEE Program remains compliant and available to all students for the 2022-23 school year  <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b>  Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).  b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.  c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.  d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).  e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	\$195,965	No

Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> <li>a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.</li> <li>b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.</li> <li>c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.</li> <li>d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.</li> <li>e) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.</li> <li>f) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).</li> <li>g) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.</li> </ul>	\$200,024	Yes
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Action #	Title	Description	Total Funds	Contributing
		h) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.		

Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.</li> <li>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.</li> <li>c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.</li> <li>d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.</li> <li>e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.</li> <li>f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.</li> <li>g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.</li> <li>h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.</li> <li>i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.</li> </ul>	\$242,981	No
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Action #	Title	Description	Total Funds	Contributing
		<p>j) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.</p> <p>k) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May 2024 Instructional Meetings to calculate College/Career readiness rate projections.</p> <p>l) Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is focused on providing a broad, rigorous, and accessible course of study to all students that prepares them for college and career pathways. There are three Actions included in Goal 2. After reviewing each Action, the school has concluded that there are no substantive differences to report for Goal 2. An Action summary is provided below:

- Action 1:** The school’s curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC was able to update and align the school’s online curriculum (Edgenuity) to the Smarter Balanced ELA and Mathematics Assessments Blueprint. APAC also adjusted online, and textbook curriculum based upon user feedback, including teachers and students. There was a commitment to refine curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advance curriculum offerings and offered AP Exams at school sites.
- Action 2:** The school was able to successfully provide all students in need of home technology with a school issued Chromebook, along with internet connectivity. In addition, the school’s ELD program is fully implemented and sustained. Historically underserved student groups continue to have access to a rigorous course of study, including Honors and AP, and specialized instructional materials and

coursework to rapidly build foundational skills, literacy and quickly recover failing credits needed for grade level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college/career aspects: Meeting the College Career Indicator (CCI) Prepared Criteria, Applying for Financial Aid, Early College Credit, CTE, Early Assessment Program (EAP), AP Exams registration, and Work Experience Education. The school provided a College and Career Week that included guest speakers from a variety of career fields and colleges to increase awareness of requirements, timelines, and processes. There were eight fully developed Career CTE Pathways available to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$215,207

Estimated Actual Expenditures: \$156,180

Material Difference: Decrease \$59,027

Explanation: When the preliminary budget was developed, Mirus budgeted additional FTE for teachers to align with action Goal 2, Action 1. Due to the budgeted FTE positions not being filled, estimated actuals decreased by \$59,027.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's Goal 2 Actions provided all students with a rigorous and well-rounded course of study that ultimately prepares them for future college and career pathways. The school was able to meet desired outcomes for the 2022-23 Metrics below:

- Availability of standards aligned instructional materials to all students: 100%
- Provide all students with access to a broad course of study: 100%
- Design and implement programs and services to pupils with exceptional needs that promote succession transitions: 100%
- CTE Career Pathways: Eight
- Core courses aligned to CCSS: 100%
- Science courses aligned to NGSS: 100%
- ELA and Social Science courses aligned to ELD Standards: 100%

- Core courses are UC a-g approved: 100%
- CTE courses aligned to CTE Model Curriculum Standards: 100%
- Compliant and accessible Work Experience Education Program: Met

The data for many of the 2022-23 College/Career Readiness Metrics are not available at this time; the school projects that these outcomes will be available in Fall 2023.

As mentioned in other LCAP sections, educational partners want to focus on increasing the percentage of graduates who meet the College/Career Indicator Prepared Criteria. Therefore, the school has added additional Goal 2 Actions designed to increase student participation in CTE, planning for college, and accessing Early College Credit opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The description of Goal 2 and Metrics will remain the same for SY 2023-24. Based upon educational partner reflections, the school has planned the following Action adjustments for the 2023-24 SY:

- **Action 3b:** The school will develop three additional CTE Career Pathway to meet the interest/needs of students and teachers, Animal Science, Retail Sales and Marketing, and Teacher Education.
- **Action 3d:** The school will expand Early College Credit opportunities to all students by partnering with colleges for Dual Enrollment and Articulation Agreements. School staff want all students to experience the benefits of Early College Credit, which include creating equitable access to higher education, preparing for postsecondary pathways, improving GPA, and graduation rates.
- **Action 3i:** To provide students and families with additional support related to applying financial aid for college and career programs, the school has developed a resource page. The school's resource page includes information related to FAFSA and the California Dream Act and how to request additional support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Implementation of State Standards</b> 90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Projected</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 100% of teachers as of April 2023 <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of teachers

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers</p>	<p><b>2021-22: Projected</b></p> <p>100% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>
<p><b>Implementation of State Standards</b></p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>10 ELAD trainings as of April 2021</p>	<p><b>2021-22: Projected</b></p> <p>10 ELAD trainings as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>11 ELAD trainings</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual ELAD trainings</p>
<p><b>Implementation of State Standards</b></p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>78% of teachers completed LEC</p>	<p><b>2021-22: Projected</b></p> <p>89% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of staff as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Implementation of State Standards</b> 90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<b>2020-21 Source: Local Reporting</b> 94% of staff	<b>2021-22: Projected</b> 97% of staff as of April 2022	<b>2022-23 Results</b> 98% of staff as of April 2023 <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of instructional staff
<b>School Climate</b> 90% of students surveyed will report high levels of satisfaction with their overall educational experience at Mirus	<b>2020-21 Source: Local Reporting</b> 98% of students as of May 2021	<b>2021-22: Projected</b> 96% of students as of April 2022	<b>2022-23 Results</b> 96% of students <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of students
<b>School Climate</b> 90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Mirus	<b>2020-21 Source: Local Reporting</b> 100% of parents and family members as of May 2021	<b>2021-22: Projected</b> 96% of parents and family members as of April 2022	<b>2022-23 Results</b> 99% of parents and family <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of parents and family members



## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.</li> <li>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.</li> <li>c) School instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.</li> <li>d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).</li> <li>e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.</li> <li>f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.</li> <li>g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.</li> <li>h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.</li> </ul>	\$45,864	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="665 227 1694 365">i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.</li> <li data-bbox="665 406 1694 479">j) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.</li> <li data-bbox="665 519 1694 657">k) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.</li> <li data-bbox="665 698 1694 803">l) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.</li> <li data-bbox="665 844 1694 950">m) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.</li> </ul>		

Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.</li> <li>b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.</li> <li>c) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.</li> <li>d) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.</li> <li>e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.</li> <li>f) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.</li> <li>g) AU professional development training for staff focused on Equity &amp; Inclusion and how to cultivate reflective and positive discussion with students.</li> </ul>	\$18,446	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>h) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.</p> <p>i) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.</p> <p>j) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</p> <p>k) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.</p> <p>l) Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is focused on providing instructional staff will ongoing support and professional learning to meet the unique needs of students and family members. There are two Actions included in Goal 3. The school conducted a thorough review of each Action and determined that all but one strategy was implemented. For Action 2f, the school was unable to provide staff with training related to Writing Redesigned for Innovative Teaching Equity (WRITE). WRITE is a specialized literacy training provided by San Diego County Office of Education (SDCOE). WRITE training has been rescheduled to the 2023-24 school year. A Goal 3 Action summary is provided below:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners prior to the start of the school year. The school provided training related to effective implementation of the State Standards to instructional staff throughout the school year. There was special emphasis on Mathematics and ELA since both content domains are critical areas of need. In addition, school staff participated in a wide variety of trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.
- **Action 2:** The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementation of English Language Development (ELD). The Math Specialist provided instructional staff with support and training focused on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and trainings offered to staff included, Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 1**

Budgeted Expenditures: \$50,342

Estimated Actual Expenditures: \$35,452

Material Difference: Decrease \$14,890

Explanation: When the preliminary budget was developed, Mirus budgeted additional FTE for teachers to support professional development. Due to the budgeted FTE positions not being filled, estimated actuals decreased by \$14,890.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Actions have significantly increased high quality teaching and learning at the school for all students, and unduplicated pupils. **All Goal 3 Metrics were met** for the 2022-23 school year, as summarized below:

- 100% of teachers participated in at least 60 hours of annual professional learning.
- 100% of teachers participated in at least 10 hours of annual Math professional learning.
- The school provided 11 English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- 100% of teachers have completed Leading Edge Certification within three years of their initial employment.

- 98% of staff report high levels of training relevance at Altus University sessions.
- 98% of students report high levels of satisfaction with their educational experience.
- 100% of parents and family members report high levels of satisfaction with their child's overall educational experience.

It is evident that the school's Professional Learning System is meeting the unique needs and requirements of educational partners. While school administration is satisfied with Goal 3 Metric results, there is consensus that instructional staff need ongoing and sustained training and coaching related to math and ELA achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 3 description and Metrics will remain the same for 2023-24. Based upon reflections, the school will initiate some additional Actions to ensure staff can support the needs of the Whole Child, including EL students, and increase student, parent, and family member engagement. A summary of these new Actions is provided below:

- **Action 1c:** Instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations with instructional staff throughout the school year. The 5D+ Rubric Instructional Growth and Teacher Evaluation will be utilized during these teaching observations.
- **Action 1m:** In prior years, the school's primary virtual platform was Microsoft Teams. For 2023-24, school employees have professional Zoom accounts to increase student and parent engagement opportunities. School staff will receive training on how to use Zoom effectively and efficiently.
- **Action 2a:** Better align ELD training to the California EL Roadmap.
- **Action 2c:** Provide specialized training to employees focused on supporting the unique needs of students and parents who are new to the country.
- **Action 2i:** Partner with local organizations, including SAY San Diego to provide specialized training on contemporary issues/challenges facing youth.



A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
<b>School Climate</b> Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0.1%</td> </tr> </table> Data Source: CA School Dashboard	Suspension Rate	0.1%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>2 student suspensions</td> </tr> </table> Data Source: CA School Dashboard  Note: Student Suspension Results as of May 2023	Suspension Rate	2 student suspensions		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>&lt;1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%												
Suspension Rate	0.1%												
Suspension Rate	2 student suspensions												
Suspension Rate	<1.5%												
<b>School Climate</b> Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0.1%</td> </tr> </table> Data Source: Locally Reported	Expulsion Rate	0.1%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>2 student expulsions</td> </tr> </table> Data Source: CA School Dashboard  Note: Student Expulsion Results as of May 2023	Expulsion Rate	2 student expulsions		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>&lt;1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%												
Expulsion Rate	0.1%												
Expulsion Rate	2 student expulsions												
Expulsion Rate	<1%												

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>School Climate</b> More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> 95% of students as of May 2021	<b>2021-22: Results</b> 97% of students as of April 2022	<b>2022-23 Results</b> 96% of students <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of students
<b>School Climate</b> More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> 100% of parents and family members as of May 2021	<b>2021-22: Results</b> 97% of parents and family members as of April 2022	<b>2022-23 Results</b> 99% of parents and family <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of parents and family members
<b>School Climate</b> Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<b>2020-21 Source: Local Reporting</b> School Safety Plan met compliance requirements set forth by local, county and state agencies	<b>2021-22: Results</b> School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year	<b>2022-23 Results</b> School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> <li>a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.</li> <li>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.</li> <li>c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.</li> <li>d) Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.</li> <li>e) Installation of Brivo card access controls at all resource centers and office</li> <li>f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.</li> <li>g) Provide nursing services to support the overall health and social-emotional well-being.</li> <li>h) Provide a Mental Health &amp; Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.</li> <li>i) Provide students and parents with opportunities for input into safety planning.</li> </ul>	\$55,119	No
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Action #	Title	Description	Total Funds	Contributing
		j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.		
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health, and wellness services.</p> <p>f) Meal and Nutrition Program to promote student health and well-being.</p>	\$40,388	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<p>a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.</p> <p>b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.</p> <p>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.</p> <p>d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.</p> <p>e) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.</p> <p>f) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p> <p>g) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.</p>	\$108,370	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 is focused on providing a safe environment and supportive school culture to all educational partners. All three Actions were fully implemented and sustained for the 2022-23 school year. A Goal 4 Action summary is provided below:

- **Action 1:** The Executive School Safety Committee met regularly to discuss potential safety issues and ensure successful implementation of the School Safety Plan. The school provided multiple opportunities for educational partners to provide input regarding safety procedures and training needs. School Safety Ambassadors attended training and facilitated discussions related to safety topics, including ALICE (Violent Critical Incidents) in ongoing Resource Center Meetings with colleagues. School nurses supported the physical health of the school community. Lastly, Operations and Facilities staff ensured the school sites' systems and structures were adequately prepared for emergency scenarios.
- **Action 2:** The school's Healthy Youth Therapist and Department were able to provide counseling services, referrals, and case management to meet the needs of all students. The school actively recruited students to participate in the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website to include information related to health/wellness, and provided a Meal Program available to all students at resource centers.
- **Action 3:** These actions were targeted to meet the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification, case management services, collaborated with community partners, and training to staff. Specialized school staff provided live social-emotional learning opportunities (RISE) for students as part of the school's MTSS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 1**

Budgeted Expenditures: \$25,171

Estimated Actual Expenditures: \$41,945

Material Difference: Increase \$16,774

Explanation: Increased FTE staff allocation to provide support to students' overall health and social-emotional well-being.

#### **Action 2**

Budgeted Expenditures: \$49,664

Estimated Actual Expenditures: \$34,495



Material Difference: Decrease \$15,169

Explanation: Mirus budgeted additional FTE for new teachers. Since budgeted FTE positions were not filled, estimated actuals for action Goal 4, Action 2 decreased by \$15,169.

### Action 3

Budgeted Expenditures: \$66,676

Estimated Actual Expenditures: \$106,607

Material Difference: Increase \$39,931

Explanation: Increased FTE allocation for school enrollment staff to support action Goal 4, Action 3 for homeless & foster youth students to ensure their academic, physical, mental health and social emotional needs are met.

An explanation of how effective the specific actions were in making progress toward the goal.

Educational partners are satisfied with Goal 4 Actions and their contributions to providing a safe environment and supportive school culture conducive for teaching and learning. As a result of Goal 4 Actions, the school was able to **meet all 2022-23 Metrics**:

- As of May 2023, there have been only two student suspensions and expulsions.
- 96% of students who completed surveys report high levels of school safety satisfaction.
- 99% of parents and/or family members who completed surveys report high levels of school safety satisfaction.
- The school's Safety Plan continues to meet the needs of the school community and remains compliant.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 4 description and Metrics will remain the same for 2023-24. Based upon feedback and reflections, the school will initiate some additional Goal 4 Actions:

- **Action 1d**: Utilize ZenDesk platform to support facility ticketing/monitoring.
- **Action 1e**: Install and provide maintenance services to Bravo card access controls at all resource centers and offices as a school safety precaution.

- **Action 1f:** Administer the CHKS to determine the current state of student health and wellness. Information gleaned from the survey will inform decision making related to school programs and services.
- **Action 1h:** Create a Mental Health & Wellness Hub available to all educational partners focused on meeting their diverse physical, social-emotional, and mental health needs.
- **Action 1j:** Provide specialized professional learning to staff focused on first aid, child abuse prevention, and maintaining a safe/professional work environment.
- **Action 3e:** Full implementation of AVID focused on building student academic skills, planning for college, and supporting social-emotional learning.
- **Action 3f:** Integrate key homeless and foster youth resources and services into the school's mental health and wellness hub.
- **Action 3g:** E&I staff available to the school community to assist in community referrals, training, case management, and assisting school leaders with responding to student health emergencies.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 5	Provide innovative, engaging and community-based resource centers to service and support students, parents and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Basic</b></p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of school facilities</p>	<p><b>2021-22: Projected</b></p> <p>100% of school facilities as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of school facilities</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of school facilities</p>
<p><b>Parental Involvement</b></p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2021-22: Projected</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> <li>Pathways Portfolio Panels</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2021-22: Projected</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> <li>• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP</li> <li>• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p><b>Parental Involvement</b></p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>12 community-based partnerships</p>	<p><b>2021-22: Projected</b></p> <p>8 community-based partnerships</p>	<p><b>2022-23 Results</b></p> <p>8 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p><b>2021-22: Projected</b></p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>Ten Family Learning Series were provided</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p><b>Parental Involvement</b></p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>95% of parents and family members as of May 2021</p>	<p><b>2021-22: Projected</b></p> <p>92% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>99% of parents and family members</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> <li>a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.</li> <li>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.</li> <li>c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.</li> <li>d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.</li> <li>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.</li> <li>f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.</li> <li>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.</li> <li>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.</li> <li>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,</li> </ul>	\$683,928	No
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Action #	Title	Description	Total Funds	Contributing
		<p>and communication.</p> <p>j) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>k) Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.</p> <p>l) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.</p> <p>m) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.</li> <li>b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.</li> <li>c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.</li> <li>d) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.</li> <li>e) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</li> <li>f) Provide translated materials and resources for parents and family members of English Learners.</li> <li>g) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</li> <li>h) Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.</li> <li>i) Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.</li> <li>j) Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.</li> </ul>	\$15,267	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is designed to provide community-based resource centers that are innovative in design and capable of engaging students, parents, and family members. While Mirus' instructional model is non-classroom based, school leadership wants to provide a physical school environment that students can attend throughout the school week to interact with peers, participate in live instruction, access school equipment, and meet with school staff. There are two Actions included in Goal 5. Upon reviewing each Action, school staff have determined that there are no substantive differences to report. Key Actions are summarized below:

- **Action 1:** The school provided multiple opportunities for students, parents, and family members to interact with staff and learn about important programs and services. These school events included Open House, Senior Night Events, and Family Learning Series. At school events, staff teach students and parents how to use communication and academic tools, including School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, School Website and Naviance.
- **Action 2:** These are targeted Actions for English Learners, Low-Income, and Foster Youth. Key actions included providing bus passes to Foster Youth, facilitating engaging English Learner Advisory Committee (ELAC) meetings to increase involvement of parents of English Learners, bilingual staff who can provide translation services, and translated materials/resources for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**  
 Budgeted Expenditures: \$475,161  
 Estimated Actual Expenditures: \$554,152  
 Material Difference: Increase \$78,991  
 Explanation: Increased educational technology to support Goal 5, Action 1 to provide engagement opportunities for all students.

**Action 2**  
 Budgeted Expenditures: \$500  
 Estimated Actual Expenditures: \$1,339

Material Difference: Increase \$839

Explanation: Increased bilingual support staff to assist non-English speaking families.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community is satisfied with how Goal 5 Actions were able to increase engagement and innovation at Mirus. **All Goal 5 Metrics were met** for the 2022-23 school year:

- 100% of school facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- The school maintained formal partnerships with community-based organizations to support the needs of the 'Whole Child'.
- There were ten Family Learning Series offered to parents and family members.
- 99% of parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 5 Description and Metrics will remain the same for 2023-24. However, based upon data analysis and reflection the school have designed additional Actions:

- **Action 1j:** DocuSign, Zoom, and Adobe programs to improve work efficiency for staff and enhance communication with the school community.
- **Action 1k:** Research focused on utilization of Virtual Reality platform and technologies for teaching and learning.
- **Action 1i:** Refine systems to administer the CHKS to students.
- **Action 1m:** Increase community awareness of the school's unique ability to help struggling students reengage in school, academically succeed, and prepare for post-secondary pathways.
- **Action 2a:** Conduct outreach and recruitment to involve more families in the annual Family Resource Night.

- **Action 2e:** Provide all parents and families of English learner students with an annual ELD progress report to foster engagement and goal development.
- **Action 2h:** Disseminate a multilingual LCAP infographic to the school community focused on highlighting targeted programs and services for unique learners.
- **Action 2i:** Integrate a feedback form into the school's Health and Wellness Hub to solicit input and needs from educational partners.
- **Action 2j:** Utilize language interpretation features provided in Zoom at school events to increase school connectiveness and access for non-English speaking families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$998,449	\$106,147

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.67%	0%	\$0	27.67%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based upon educational partner feedback and data analysis, the school plans to initiate Increased or Improved Services designed to benefit foster youth, English learners (EL), and low-income students **to a greater extent** than students who are not low-income, EL and/or foster youth. These **LEA-wide Contributing Actions** are outlined below and upgrades the entire educational program for all students:

- **Goal 1, Action 4a:** As provided in the Engaging Education Partners section, teacher feedback indicated that they need additional instructional **support staff** to provide direct tutoring services to students who are struggling to make adequate academic progress in core courses. To address these needs, the Human Resources Department will conduct targeted recruitment of RCAs and CTRs to fill vacancies. Educational research indicates that instructional aides and assistants can help implement differentiated instruction techniques, tailoring instruction to meet the diverse needs of students. We expect these actions to lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on Smarter Balanced Assessments.
- **Goal 1, 4b:** Based upon data analysis, school staff indicated a need to provide high-dosage academic tutoring opportunities for students struggling in ELA and Mathematics. Specifically, foster youth, English learners and low-income students are struggling the most in these

academic areas. To address this need, the school will partner with a **non-profit organization to provide high dosage tutoring** throughout the school week, focused on skill development, direct instruction, guided practice, and independent practice opportunities. Educational research indicates that high dosage tutoring programs can help students overcome learning challenges and make significant progress in their studies. The school expects this supplemental tutoring program to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language.

- **Goal 1, Action 4c:** Based upon educational partner feedback and college/career readiness outcomes, the school wants to improve programs and services that prepare students for post-secondary pathways. To address these needs, the school will offer an **AVID Program** which is focused on building healthy and sustainable study habits and college/career readiness. Educational research indicates that AVID is effective in improving student outcomes related to college/career readiness. We expect the AVID Program to lead to improvements in the percentage of unduplicated pupils graduating on-time, finishing UC a-g requirements, and scoring proficient on SBAs.
- **Goal 1, Action 4d:** Educational partners indicated that students need additional guidance as it relates to college/career readiness, social emotional support, and equity/access. To address these needs, the school will provide **counselors** who provide academic guidance to students, help students explore career options, navigate the college application process, understand financial aid opportunities, help address student personal and social issues, and identify and address barriers that marginalized students may face, such as lack of resources. Educational research indicates that counselors are essential for supporting students' holistic development, academic achievement, and future success. We expect counseling services to increase the number of unduplicated students graduating on-time, prepared for college/career pathways, and reporting high-levels of satisfaction with the educational program.
- **Goal 1, Action 4e:** School administrators want to continue to integrate Equity and Inclusion (E&I) services into the school's Multi-Tiered System of Support (MTSS). There is consensus that **E&I services** will elevate academic achievement, social-emotional well-being, school climate, and college/career readiness. Research indicates that E&I services address potential disparities and provide targeted support to marginalized students and can help narrow achievement gaps. The school expects these E&I services to improve academic outcomes, including increased engagement and higher graduation rates, particularly for unduplicated pupils.
- **Goal 1, Action 4f:** Educational partners provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. Specific feedback included, 'these basic needs must be met to keep them engaged in school and achieving.' To address these needs, a **homeless and foster youth liaison** will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. The school expects these services to improve engagement metrics (chronic absenteeism, attendance, drop out rate, and graduation rate) for foster youth.

- **Goal 2, Action 2a:** There is consensus amongst the entire school community that providing all students with access to home technology and internet service can have several positive impacts on their learning and academic outcomes. To address these needs, the school will provide a Chromebook and internet service to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a ‘homework gap’ that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the **Altus Connect Program** to improve digital access and equity, expanded learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.
- **Goal 2, Action 2b:** Instructional staff want to create and develop a curriculum that can meet the diverse needs and learning styles of all students, particularly Students with Disabilities and English Learners. To meet these needs, The school’s curriculum departments (APAC), integrates **Universal Design for Learning (UDL)** guidelines into the core curriculum. Educational research indicates that UDL can increase student engagement and academic achievement because it provides multiple means of representation and expression to accommodate different learning preferences and abilities. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.
- **Goal 2, Action 2c:** Based upon English learner performance on the Summative English Language Proficiency Assessment for California, the school wants to increase the percentage of ELs making progress towards English language proficiency. To meet these needs, the school will utilize **Achieve3000** which is an online literacy platform that aims to improve reading comprehension and vocabulary skills for students, including English learners. It provides differentiated content based on individualized reading levels and offers various tools and activities to support language acquisition. Educational partners suggest that this literacy program will ultimately help English learners improve performance on ELPAC because it is designed to match text based upon student reading abilities, provides differentiation/personalization features, and adjusts the difficulty level over time. While this program will certainly benefit English learners, staff suggests that it will help other students who may be considered struggling readers.
- **Action 2, Action 2d:** As previously mentioned school staff want to support the English development of ELs while increasing their engagement in school related activities and course completion. To meet these needs, the school will utilize **BrainPOP and BrainPOP ELL** as an educational tool that will be integrated into the school’s English Language Development (ELD) Program. School staff indicates that this program can help ELs in several ways, including providing engaging animated videos, comprehension activities, vocabulary development, grammar instruction, writing and speaking practice, and cultural awareness. The school expects these services to improve the school’s ELPI and other engagement metrics (e.g., attendance, chronic absenteeism, drop out). Because of the engaging animated videos, other students can benefit from this program to learn course content, develop language skills, and make learning more fun.
- **Goal 2, Action 2e:** Based upon educational partner feedback and data analysis, many new students enroll several grade levels behind in reading and mathematics. Therefore, it is essential to accelerate academic skill development and close achievement gaps. To meet these needs, the school will provide **Edgenuity MyPath Individual Learning Plans (ILPs)** that provide targeted instruction and support tailored



to the specific needs of each learner. Educational research suggests that when this type of program is implemented with fidelity and supported by well-trained educators, they can accelerate learning, improve academic skills, and close achievement gaps for students from low-income backgrounds or historically marginalized groups. The school expects these services to increase the percentage of students meeting their individualized NWEA Spring Growth target.

- **Goal 2, Action 2f:** Based upon College and Career Readiness data, the school wants to increase the percentage of graduates who are meeting the CCI Prepared criteria. In addition, the school wants to close opportunity gaps that exists for English Learners. To meet these needs, the school will conduct **targeted recruitment of English Learners to participate in Honors and Advanced Placement (AP)** coursework. By recruiting ELs to participate in AP and Honors programs, the school is taking actionable steps to close potential opportunity gaps and promoting educational equity. The school expects these services to lead to an increase in the number of ELs taking advanced coursework and meeting the CCI Prepared criteria on the school dashboard. As the school creates flyers and disseminates information to the school community, these efforts will likely lead to other students seeing the benefits of advanced programs and greater participation schoolwide.
- **Goal 2, Action 2g:** School staff is committed to closing opportunity gaps that may exist for student groups in education. To meet these needs, the school's **Equity and Inclusion (E&I)** personnel will **coordinate a multi-faceted and comprehensive approach with the school community that prioritizes equity, inclusivity, and the success of all students**. These E&I strategies will include data analysis, monitoring, program development, professional development, training, collaboration, partner with community-based organizations, targeted support for underserved student groups, parent and family engagement, and a focus on continuous evaluation and improvement. The school expects these services to increase the percentage of graduates who are meeting the CCI Prepared criteria, particularly for unduplicated pupils.
- **Goal 2, Action 2h:** Teachers and counselors continue to report that many new students enroll because they are credit deficient and are not on-track to graduate with their high school cohort. To meet these needs, the school will provide **Edgenuity Prescriptive Testing** courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. Research indicates that credit recovery classes can support students' transitions to postsecondary education or the workforce. By enabling students to recover credits and graduate on time, these programs increase students' options and opportunities for further education or career pathways. The school expects these programs to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Mirus has an enrollment of unduplicated pupils which exceeds 74.61% of total enrollment. The school's percentage to increase or improve services for unduplicated students is 27.67% and the estimated increased apportionment is \$998,449. Overall, services for English Learners,

Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. Targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement, and prepare for college/career pathways.

Of the Targeted Actions to Increase and Improve Services described within this plan, several are services that are provided only to **unduplicated students and their families**, which are considered a Limited Scope. These **Limited Scope** Actions are outlined below:

**Goal 1, Action 2: Evaluate and Support English Language Proficiency for English Learners:** This Targeted Action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. School instructional leaders will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

**Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This Targeted Action is based on data analysis of opportunity gaps and feedback from the school community. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism, and Credit Completion to inform the decision-making progress related to instruction, curriculum, E&I, and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 Metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

**Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This Targeted Action is based on data analysis conducted by educational partners and feedback related to professional learning needs. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to

academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2023-24, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department (ELAD). In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. Writing Redesigned for Innovative Teaching Equity (WRITE) is focused on enhancing teacher knowledge and skills in evidence-based instructional practices that promote effective literacy development. Research suggests that literacy training programs can help teachers develop a deep understanding of equity and culturally sustaining pedagogy, enabling them to create inclusive and equitable literacy instruction for historically underserved students. The school expects these services to positively impact students' language skills, comprehension, and overall literacy achievement (English Language Progress Indicator, EL Reclassification Rates, SBA ELA). And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. The school will partner with community-based organizations to provide training to enhance teachers' understanding of student experiences, enabling them to create more relevant and meaningful learning opportunities. Educational research indicates that training programs focused on contemporary issues often emphasize social-emotional learning, the importance of inclusivity, diversity, and cultural competence. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration, and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations, and student/parent satisfaction with their educational experience.

**Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. The Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. Students will also benefit from the newly created Mental Health and Wellness Hub that will integrate homeless and foster youth resources. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for students to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school, and supported. Effectiveness of these actions will be determined by analyzing Metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

**Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings, and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all these engagement opportunities, the school will recruit parents of English Learner students by using Zoom translation features, translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion (E&I) staff will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will coordinate transportation services to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, the school plans to continually monitor the effectiveness of these Targeted Actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. The school will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Mirus is a charter school and does not have such comparison schools by which to calculate staff increases. The school, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, the school has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions. As outlined in Goal 1, Action 4, these additional support staff positions will provide additional and targeted tutoring to increase student progress and course completion rates for unduplicated pupils. These support staff positions can

facilitate one-on-one and small group instruction focused on improving student proficiency in Mathematics and English Language Arts. Educational partners believe that these additional support staff will help the school improve performance in Metrics related to student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is committed to enhancing recruitment strategies to find and retain high quality instructional support staff. HR has expanded their recruitment channels to tap into talent pools and connect with highly skilled individuals. HR utilizes EDJOIN, LinkedIn, and Handshake as recruitment platforms. In addition, HR participates in both virtual and in-person job fairs to find qualified applicants, posts flyers throughout the community, and partners with surrounding colleges and universities as recruitment efforts.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	65:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,527,870	\$ 343,338	\$ 264,427	\$ 445,912	4,581,547	\$ 3,601,682	\$ 979,865

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ 1,950	\$ -	\$ -	\$ 4,134	\$ 6,084
1	2	Evaluate English Language Proficiency for English Learners	English Learners	\$ 156,069	\$ -	\$ -	\$ -	\$ 156,069
1	3	Academic Instruction and Support for All Students	All	\$ 808,845	\$ 62,222	\$ -	\$ 66,584	\$ 937,651
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 348,565	\$ -	\$ -	\$ 301,141	\$ 649,706
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 498,323	\$ 17,283	\$ 264,427	\$ 37,310	\$ 817,343
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 40,604	\$ -	\$ -	\$ -	\$ 40,604
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 367,738	\$ -	\$ -	\$ -	\$ 367,738
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 175,113	\$ 20,852	\$ -	\$ -	\$ 195,965
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 192,608	\$ -	\$ -	\$ 7,416	\$ 200,024
2	3	College/Career Pathways for All Students	All	\$ -	\$ 242,981	\$ -	\$ -	\$ 242,981
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 45,864	\$ -	\$ -	\$ -	\$ 45,864
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 13,768	\$ -	\$ -	\$ 4,678	\$ 18,446
4	1	Safe and Supportive Schools for All Students	All	\$ 53,869	\$ -	\$ -	\$ 1,250	\$ 55,119
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 40,388	\$ -	\$ -	\$ -	\$ 40,388
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 99,370	\$ -	\$ -	\$ 9,000	\$ 108,370
5	1	Engagement Opportunities for All Students	All	\$ 669,628	\$ -	\$ -	\$ 14,300	\$ 683,928
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 15,168	\$ -	\$ -	\$ 99	\$ 15,267



**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,608,618	\$ 998,449	27.67%	0.00%	27.67%	\$ 1,193,286	0.00%	33.07%	<b>Total:</b>	\$ 1,193,286
								<b>LEA-wide Total:</b>	\$ 541,173
								<b>Limited Total:</b>	\$ 652,113
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 156,069	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 348,565	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 367,738	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	LEA-wide	English Learners & Low-Income	All	\$ 192,608	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 13,768	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 99,370	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 15,168	0.00%

## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 3,836,633.00	\$ 3,545,527.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ 32,512	\$ 33,219
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 180,108	\$ 151,114
1	3	Academic Instruction and Support for All Students	No	\$ 969,442	\$ 620,391
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 458,565	\$ 416,145
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 601,216	\$ 691,293
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 38,026	\$ 37,930
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 332,438	\$ 316,086
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 215,207	\$ 156,180
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 53,853	\$ 56,365
2	3	College/Career Pathways for All Students	No	\$ 271,119	\$ 275,231
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 50,342	\$ 35,452
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 16,633	\$ 17,583
4	1	Safe and Supportive Schools for All Students	No	\$ 25,171	\$ 41,945
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 49,664	\$ 34,495
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 66,676	\$ 106,607
5	1	Engagement Opportunities for All Students	No	\$ 475,161	\$ 554,152
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 500	\$ 1,339



## 2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 849,495	\$ 910,150	\$ 897,235	\$ 12,915	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 180,108	\$ 151,114.00	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 282,120	\$ 271,149.00	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 332,438	\$ 316,086.00	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 50,928	\$ 47,127.00	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 5,380	\$ 8,326.00	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 58,676	\$ 102,107.00	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 500	\$ 1,326.00	0.00%	0.00%

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,273,396	\$ 849,495	0.00%	25.95%	\$ 897,235	0.00%	27.41%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.



**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.



## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:



After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.



**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)



- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **10%**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

## OPTION 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					<b>X</b>
Health Education Content Standards					<b>X</b>
Physical Education Model Content Standards					<b>X</b>
Visual and Performing Arts					<b>X</b>
World Language					<b>X</b>



### Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

#### Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

## **Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

### **Parental Involvement and Family Engagement (LCFF Priority 3)**

#### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	<b>5 – Full Implementation and Sustainability</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	<b>5 – Full Implementation and Sustainability</b>
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	<b>5 – Full Implementation and Sustainability</b>
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	<b>5 – Full Implementation and Sustainability</b>

### Building Relationships Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school engages educational partners in meaningful participation of the school's programs and systems of continuous improvement. The school partners with families to create a Pathways Personalized Education Plan (PPEP) for each student that reflects their strengths, learning style, interests, and post-secondary goals. In partnership with parents, school staff monitor student progress towards PPEP goals and systematically adjust throughout the school year. This process is built on an established trusting relationship between school and family whereas parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 91.6% of parents report being able to provide input and feedback to the school through multiple ways. Based on stakeholder Needs Assessment, the school has identified that a primary requirement of students and parents is a safe and supportive learning environment. Survey results indicate that 100% of parents and 98.4% of students report that their school is safe and supportive. Additionally, the school values the partnership between school staff and families as the foundation of parent and family engagement. Over 97.9% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 89.5% of parents report that the school provides innovative and engaging learning environments.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Mirus regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated and of interpreters made available for calls and meetings. The school will continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for

parents and families will be available. Utilization of Parent Square further provides communication and engagement of educational partners with the school.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	<b>5 – Full Implementation and Sustainability</b>
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	<b>5 – Full Implementation and Sustainability</b>
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	<b>5 – Full Implementation and Sustainability</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	<b>5 – Full Implementation and Sustainability</b>

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school provides professional learning and support to teachers, support staff, and leadership to improve the school's capacity to partner with educational partners and provide a high-quality education for every student. Currently, 100% of teachers have exceeded the school's goal to participate in at least 60 hours of professional learning. The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Mirus is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	<b>5 – Full Implementation and Sustainability</b>
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	<b>5 – Full Implementation and Sustainability</b>
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	<b>5 – Full Implementation and Sustainability</b>
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	<b>5 – Full Implementation and Sustainability</b>

### Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school engages educational partners in its processes for continuous improvement and prioritizes building capacity of staff and families to engage in advisory groups and decision making. The school provides training for School Site Council members annually and holds regular meetings to develop, refine, and update the LCAP Federal Addendum. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides trainings, resources, supports, and feedback opportunities throughout the school year. The school holds a variety of Resource Center events that focus on family engagement and provide opportunities for input into the school's programs. Additionally, the school seeks input into the Local Control Accountability Plan (LCAP) through an annual survey. In 2022-2023 the school received input from over 240 students and parents and used the results in the development of the 2023-2024 LCAP.



**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

Educational partner input into decision making is actively sought through multiple venues. Mirus will continue to seek to improve input into decision making from our educational partners through the implementation of parent square as a communication tool, soliciting input and educational partner feedback through annual engagement surveys, opportunities to participate in Parent nights, Senior nights, Family Learning opportunities, representation on the School Council, the English Language Advisory Committee, and involvement in College/Career week.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will provide translated materials and resources for parents and family members of English Learners.

## Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 6 are provided below.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

**1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

Mirus administers an Annual LCAP Stakeholder Engagement Survey to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. Over the last five years, survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of Mirus' LCAP. In order to monitor the success of Mirus' LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2022-2023, Mirus exceeded this metric. Over 96.6% of students reported that they felt safe at Mirus and 98.9% of parents reported that they feel their child is safe at Mirus. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2022-2023 Mirus' suspension rate was 0.3% and expulsion rate was 0.3%.

**2. MEANING: What do the disaggregated results (if applicable) of the survey and other**

**data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

These metrics indicate that students' needs are being met in a positive and supportive learning environment that protects and encourages their participation and engagement in school. Confidence surveys show an increase after 90 days of enrollment in students' confidence in their ability and skills to learn and succeed in school and in their receiving of the support from their teacher to succeed in school compared to prior to enrolling.

**3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In addition to an Annual LCAP Stakeholder Engagement Survey the LEA will also administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Educational partners have provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. To address these needs, a homeless and foster youth liaison will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations.

## Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2022-2023 Mirus Secondary served 287 students in grades 7-12. The student demographics include:

- Percentage of Students with Disabilities: 14.6%
- Percentage of English Learners: 6.0%
- Percentage of Socioeconomically Disadvantaged: 67.5%
- Percentage of Homeless and Foster Youth (FY): 2.7%

Mirus qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

Mirus uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment, and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing Mirus from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the school has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.



## **Assumptions for Preliminary Operational Budget FY 2023-24**

Mirus Secondary School is an independent study program. Mirus takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like Mirus are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Mirus is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- \* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Mirus is 74.61%.
- \* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan,

which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard – 2023-24 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Mirus' Preliminary Operational Budget.

**Table 1:**

Description	FY 2023-24
Adjusted Grades 7-8 Base Grant	\$10,367
Adjusted Grades 9-12 Base Grant	\$12,327
Statutory Cost of Living Allowance (COLA)*	8.22%
Mirus' Unduplicated Pupil Percentage (Rolling Average)	74.61%
District's Unduplicated Pupil Percentage (HUSD)	77.54%

Revenues were calculated based on the following enrollment and ADA:

**Table 2:**

Description	FY 2023-24 (Projected P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	317	308	338
CBEDS Enrollment	292	287	315
Students Served	673	612	704
ADA:			
Grade 7-8	32.95	32.35	31.54
Grade 9-12	265.03	260.16	290.60
<b>Total ADA</b>	<b>297.98</b>	<b>292.51</b>	<b>322.14</b>

## REVENUE PROJECTIONS

**Table 3:**

Description	FY 2023-24
LCFF Sources	\$4,607,067
Federal Revenues	551,650
State Revenues Other than LCFF	757,065
Local Revenues	22,688
<b>Total Projected Revenues</b>	<b>\$5,938,470</b>

- **In Lieu of Property Taxes** of \$412.96 per current year (CY) P-2 ADA is based on FY 2022-23 P-1 rate for Hesperia Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is projected based on CY P-2 ADA. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

### **ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs:**

The CSI program, of the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA) (Public Law 114-95), apportions funds to LEAs to improve student outcomes in schools that meet the criteria for CSI.

Mirus' allocation amount for 2022-23 is \$178,351, and of this amount \$157,701 is projected to be spent this year. The project period for this grant will end on September 30, 2024.



### **Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Mirus has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Mirus' total revised ESSER III allocation amount is \$457,188 and of this amount, \$101,502 was spent in FY 21-22 and \$156,142 is projected to be spent in FY 22-23 and the remaining balance of \$199,544 will be spent in FY 2023-24.

**Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Mirus' ELO Grant Plan is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. Mirus is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficient. Deadline for obligation of ELO ESSER II and ELO GEER II funds is September 30, 2023, while ELO ESSER III funds is September 30, 2024.

Mirus' revised allocation amount is \$266,207 and of this amount, \$196,610 was spent in FY 20-23. Remaining allocation for ELO ESSER III funds amounting to \$69,597 is included in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$887.40 per the CY P-2 ADA while **Federal IDEA** revenues are projected at \$130 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Mirus chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.85 for Grades K-8 and \$55.17 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing

pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Mirus included \$256,786 in its budget for this fiscal year.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Mirus has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Mirus' allocation total is \$39,378 and of this amount the first 80% apportionment of \$31,502 was recorded in FY 2021-22. The remaining 20% amounting to \$7,876 is included in this budget.

- **Learning Recovery Emergency Block Grant** – Funding is provided to county offices of education, school districts, and charter schools for learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the purposes pursuant to EC Section 32526(c)(2). A plan is not required but it is recommended that LEAs utilize the LCAP to communicate their strategic plan for how funds will be used to improve student outcomes. Funds are allocated based on FY 2021-22 P-2 ADA multiplied by the LEA's 2021-22 UPP at \$2,396 per ADA. Total allocation for Mirus is \$544,701 and of this amount, \$86,175 is included in this year's budget. Deadline for obligation of this fund is FY 2027-28.
- **Arts, Music, and Instructional Materials Block Grant** – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditure of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Mirus is \$214,570. The deadline for obligation of this fund is FY 2025-26. Mirus included \$35,762 in this budget.

**NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY****Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*, Instructional Lead)	1100	14.30
Certificated Pupil Support (Counselor/Psychologist)	1200	1.45
Certificated Supervisor & Administrator	1300	0.80
Other Certificated Teacher Resource (CTR)	1900	6.00
Instructional Aide	2100	1.88
Classified Support	2200	0.76
Classified Supervisor & Administrator	2300	0.58
Clerical, Technical & Office Staff	2400	3.70
Other Classified	2900	0.08
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>29.54</b>

- \* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2023-24, we estimated the Special Ed population at 18%.

**EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.68%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,200			
- Dental \$ 120			
- Vision \$ 27	3401-02		
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

### **NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700**

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Mirus has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

### **RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200**

Mirus has allocated \$24,088 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the Audeo Corp's mission and purpose.

### **PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800**

The total budget amount for Object Code 5800 is \$628,202 representing 10.6% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

### **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), Mirus will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Mirus reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Mirus has deployed an integrated marketing plan to support organizational growth. To reach Mirus' target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2023-24, Mirus has allocated \$89,077 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

### **DISTRICT OVERSIGHT FEES**

Mirus will pay its authorizing District (Hesperia Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFE Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Mirus has budgeted \$46,071 for FY 2023-24 for oversight fees.

### **RESERVES**

Mirus has allocated reserves of \$296,924 for FY 2023-24 representing 5% of total revenues of \$5,938,470.

### **FACILITIES**

Mirus carries contractual lease agreements with an annual cost of \$265,204 for FY 2023-24. The total cost of the current lease contracts from July 2023 thru the end of the lease term (Year 2028) is \$777,800.



**Preliminary Operational Budget  
FY 2023-24**

**REVENUES**

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
<b>LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES</b>				
LCFF State Aid - Current Year	8011	+	\$	3,391,218.00
Education Protection Account (EPA) - Current Year	8012	+		1,092,795.00
In Lieu of Property Taxes - Current Year	8096	+		123,054.00
<b>TOTAL, LCFF SOURCES</b>		=	\$	<b>4,607,067.00</b>
<b>FEDERAL REVENUES</b>				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	\$	37,310.00
Title I, Part A - Improving Basic Programs	8290	+		65,348.00
Title II, Part A - Supporting Effective Instruction	8290	+		9,356.00
Title III, Part A - English Learner Student Program	8290	+		2,794.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+		10,000.00
ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs	8290	+		157,701.00
Elementary and Secondary School Relief (ESSER) III	8290	+		199,544.00
ELO Grant: ESSER III	8290	+		25,551.00
ELO Grant: ESSER III (Supplemental Days)	8290	+		44,046.00
<b>TOTAL, FEDERAL REVENUES</b>		=	\$	<b>551,650.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>				
Mandate Block Grant	8550	+	\$	14,995.00
Lottery: Unrestricted	8560	+		52,909.00
Lottery: Instructional Materials	8560	+		20,852.00
Career Technical Education Incentive Grant	8590	+		256,786.00
Special Education	8792	+		264,427.00
Special Education: Mental Health Services - Level 2	8590	+		17,283.00
Educator Effectiveness	8590	+		7,876.00
Learning Recovery Emergency Block Grant	8590	+		86,175.00
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	+		35,762.00
<b>TOTAL, OTHER STATE REVENUES</b>		=	\$	<b>757,065.00</b>
<b>LOCAL REVENUES</b>				
Interest Income	8660	+	\$	20,088.00
All Other Local Revenue	8699	+		2,600.00
<b>TOTAL, LOCAL REVENUES</b>		=	\$	<b>22,688.00</b>
<b>TOTAL, REVENUES</b>			\$	<b>5,938,470.00</b>



**Preliminary Operational Budget  
FY 2023-24**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
<b>CERTIFICATED SALARIES</b>		
Certificated Teachers' Salaries	1100 + \$	1,567,062.00
Certificated Pupil Support Salaries	1200 +	162,251.00
Certificated Supervisors' & Administrators' Salaries	1300 +	147,854.00
Other Certificated Salaries	1900 +	247,711.00
<b>TOTAL, CERTIFICATED SALARIES</b>	<b>= \$</b>	<b>2,124,878.00</b>
<b>CLASSIFIED SALARIES</b>		
Classified Instructional Salaries	2100 + \$	64,589.00
Classified Support Salaries	2200 +	80,079.00
Classified Supervisors' & Administrators' Salaries	2300 +	99,699.00
Clerical, Technical and Office Staff Salaries	2400 +	236,382.00
Other Classified Salaries	2900 +	8,617.00
<b>TOTAL, CLASSIFIED SALARIES</b>	<b>= \$</b>	<b>489,366.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100 + \$	411,838.00
PERS Retirement	3200 +	122,200.00
Social Security/Medicare	3300 +	66,304.00
Health and Welfare	3400 +	709,923.00
Unemployment Insurance	3500 +	1,308.00
Workers Compensation	3600 +	31,371.00
<b>TOTAL, EMPLOYEE BENEFITS</b>	<b>= \$</b>	<b>1,342,944.00</b>
<b>TOTAL, PERSONNEL COST</b>	<b>\$</b>	<b>3,957,188.00</b>



**Preliminary Operational Budget  
FY 2023-24**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
<b>BOOKS AND SUPPLIES</b>				
Textbooks and Core Curricula Materials	4100	+	\$	25,903.00
Books and Other Reference Materials	4200	+		3,066.00
Materials and Supplies	4300	+		84,577.00
On-Line Courses	4312	+		28,181.00
Research and Development	4313	+		5,978.00
Noncapitalized Equipment	4400	+		108,000.00
Food	4700	+		10,050.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		=	\$	<b>265,755.00</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>				
Travel and Conference	5200	+	\$	32,886.00
Research and Development Travel	5202	+		18,110.00
Dues and Memberships	5300	+		14,287.00
Liability Insurance	5400	+		34,691.00
Operations and Housekeeping Services	5500	+		123,568.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+		417,821.00
Professional/Consulting Services/Operating Exp.	5800	+		539,125.00
Marketing Fees	5812	+		89,077.00
Communications	5900	+		82,632.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		=	\$	<b>1,352,197.00</b>
<b>CAPITAL OUTLAY</b>				
Depreciation - Equipment	6900	+	\$	18,527.00
Depreciation - Leasehold Improvement	6900	+		46,696.00
<b>TOTAL, CAPITAL OUTLAY</b>		=	\$	<b>65,223.00</b>
<b>OTHER OUTGO</b>				
Debt Service Payment - Interest (Capitalized Lease)	7438	+	\$	1,183.00
<b>TOTAL, OTHER OUTGO</b>		=	\$	<b>1,183.00</b>
<b>RESERVES</b>				
Operational Reserve	9780	+	\$	148,462.00
Reserve for Economic Uncertainties	9789	+		148,462.00
<b>TOTAL, RESERVES</b>		=	\$	<b>296,924.00</b>
%				<b>5.0%</b>
<b>TOTAL, EXPENDITURES</b>			\$	<b>5,938,470.00</b>





**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit

requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Mirus Secondary School**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Mirus Secondary School** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 22, 2023

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Secretary



**Education Protection Account**  
Expenditure Plan for FY 2023-24

**Expenditures Through: June 30, 2024**

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
<b>Projected Amount Available for this Fiscal Year:</b>	8012	\$ 1,092,795.00
<b>Total Projected EPA Entitlement</b>		\$ <b>1,092,795.00</b>
<b>Projected Expenditures:</b>		
<b>For Teachers' Salaries and Benefits Only</b>		
Certificated Teachers' Salaries	1100	\$ 736,709.00
Retirement: STRS	3111	\$ 140,711.00
Medicare	3321	\$ 10,682.00
Health & Welfare	3401	\$ 195,484.00
Unemployment Insurance	3501	\$ 368.00
Workers' Compensation Insurance	3601	\$ 8,841.00
<b>Total Projected Expenditures</b>		\$ <b>1,092,795.00</b>
<b>Balance (Total Available minus Total Expenditures)</b>		\$ -

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sweetwater Secondary School

CDS Code: 37771070136473

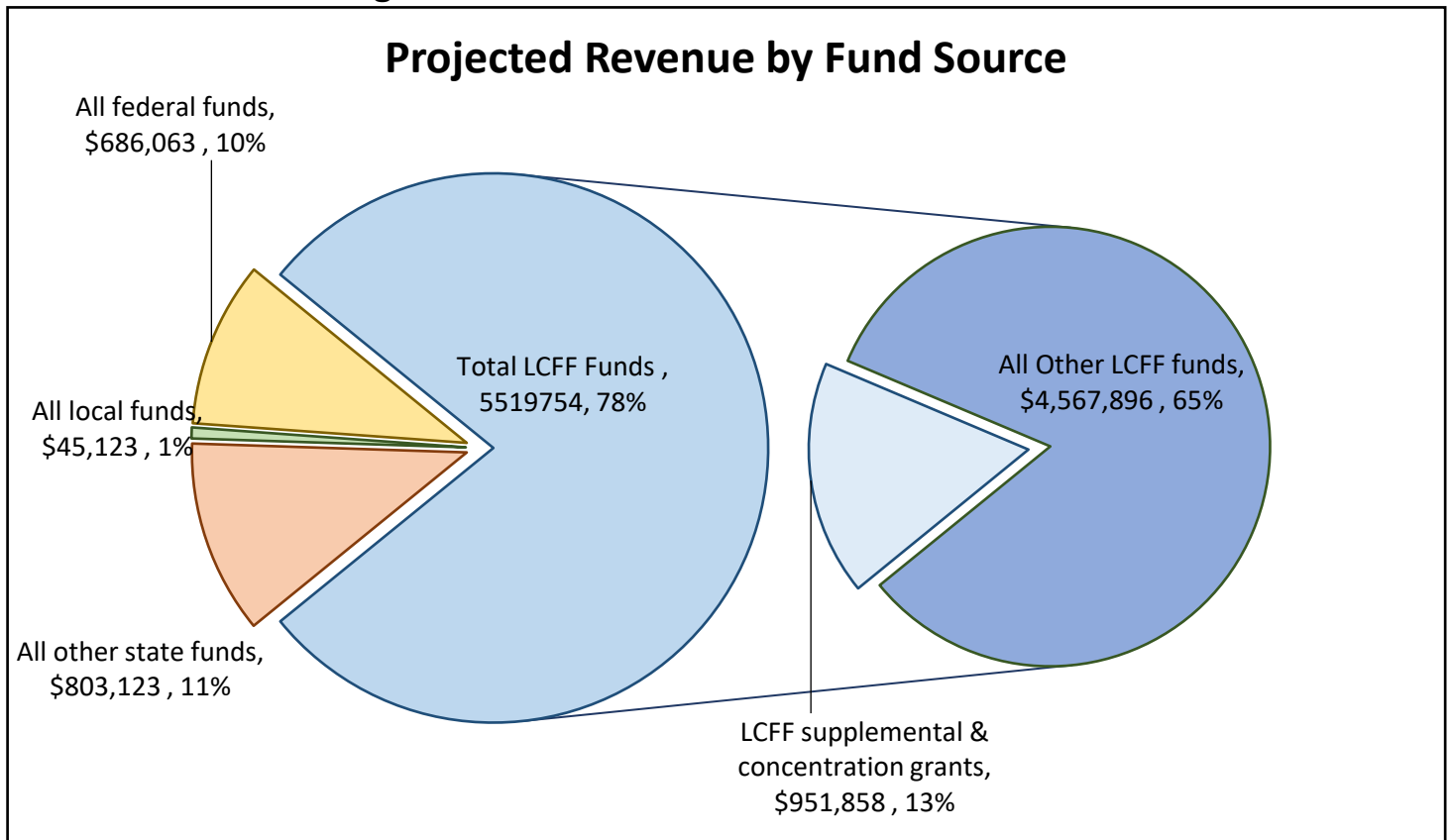
School Year: FY 2023-24

LEA contact information: Allison Fleck, Phone: (858) 203-4640 x7103, Email: [afleck@altusschools.net](mailto:afleck@altusschools.net)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the FY 2023-24 School Year

### Projected Revenue by Fund Source

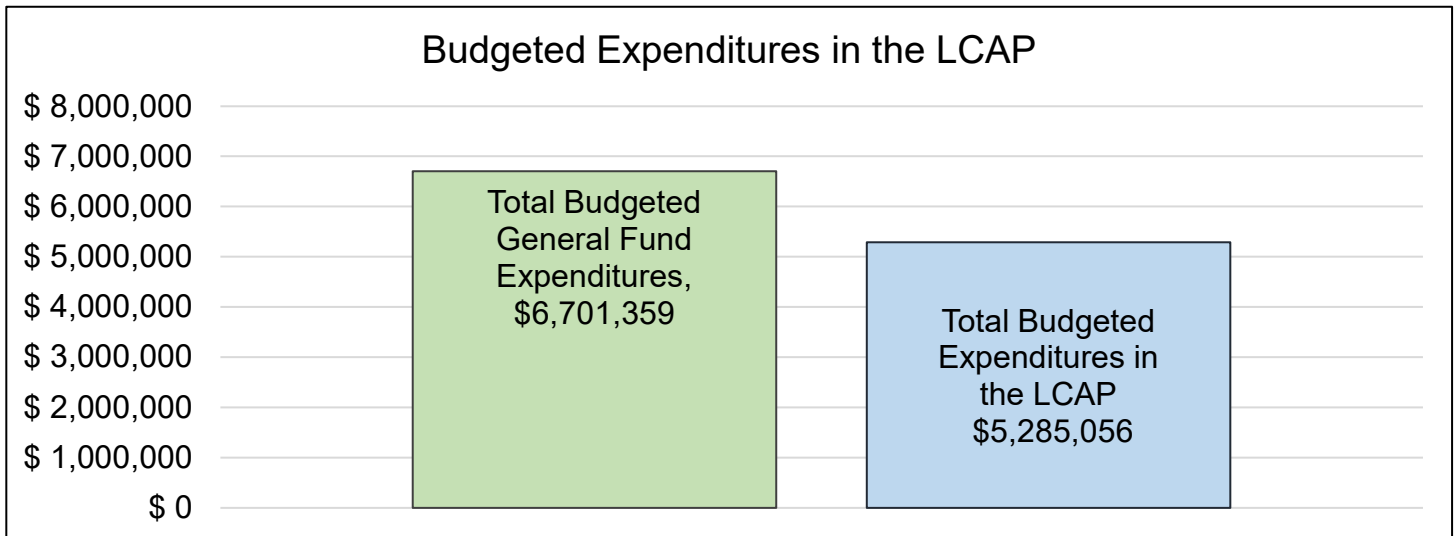


This chart shows the total general purpose revenue Sweetwater Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sweetwater Secondary School is \$7,054,062.48, of which \$5,519,754.00 is Local Control Funding Formula (LCFF), \$803,122.70 is other state funds, \$45,122.53 is local funds, and \$686,063.25 is federal funds. Of the \$5,519,754.00 in LCFF Funds, \$951,858.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sweetwater Secondary School plans to spend for FY 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

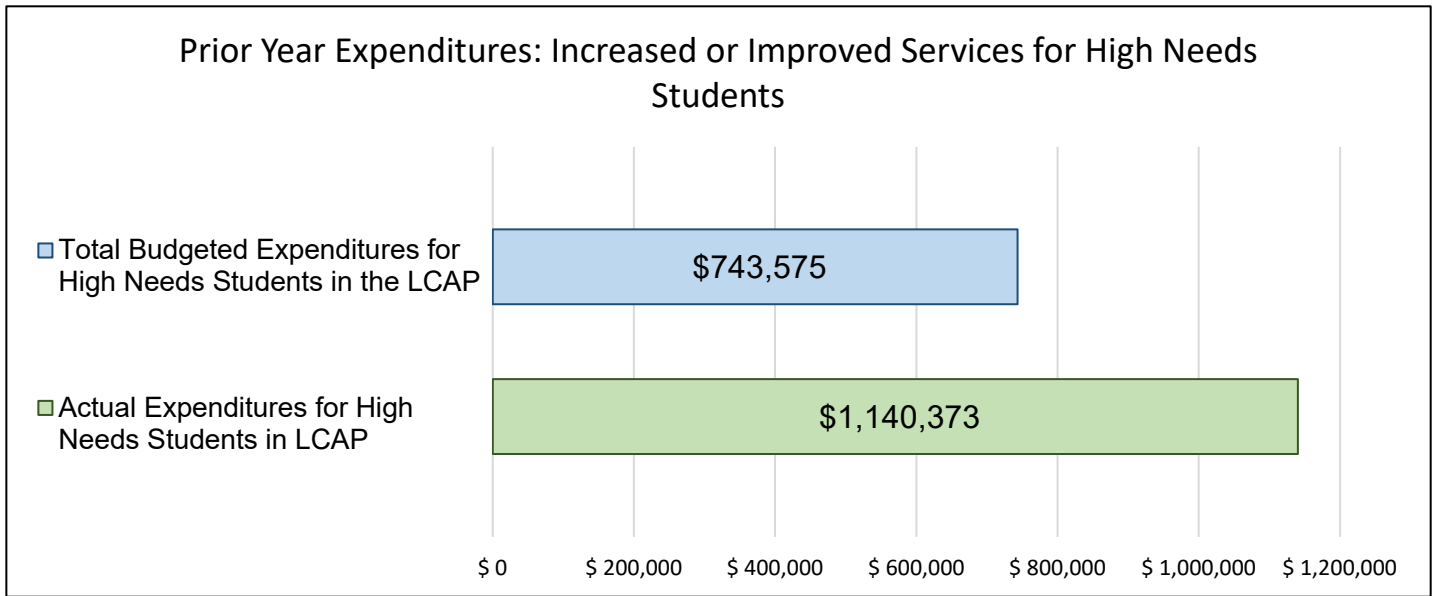
The text description of the above chart is as follows: Sweetwater Secondary School plans to spend \$6,701,359.35 for the FY 2023-24 school year. Of that amount, \$5,285,056.00 is tied to actions/services in the LCAP and \$1,416,303.35 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the FY 2023-24 School Year

In FY 2023-24, Sweetwater Secondary School is projecting it will receive \$951,858.00 based on the enrollment of foster youth, English learner, and low-income students. Sweetwater Secondary School must describe how it intends to increase or improve services for high needs students in the LCAP. Sweetwater Secondary School plans to spend \$1,138,986.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in FY 2022-23



This chart compares what Sweetwater Secondary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sweetwater Secondary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In FY 2022-23, Sweetwater Secondary School's LCAP budgeted \$743,575.00 for planned actions to increase or improve services for high needs students. Sweetwater Secondary School actually spent \$1,140,373.00 for actions to increase or improve services for high needs students in FY 2022-23.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sweetwater Secondary School	Allison Fleck School Coordinator	<a href="mailto:afleck@altusschools.net">afleck@altusschools.net</a> (858) 249-7019

## Plan Summary: 2023-24

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2017, Sweetwater Secondary School (SSS) was established by the State Board of Education as a free public-school option serving students in grades 7-12. SSS is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**SSS received a Six-Year Accreditation Status by WASC through June 30, 2026.** SSS operates four neighborhood resource centers in Chula Vista, Bonita (2 locations) and Otay Ranch. Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. SSS is a non-classroom based, independent study program.

SSS is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At SSS, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at SSS are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, SSS works to



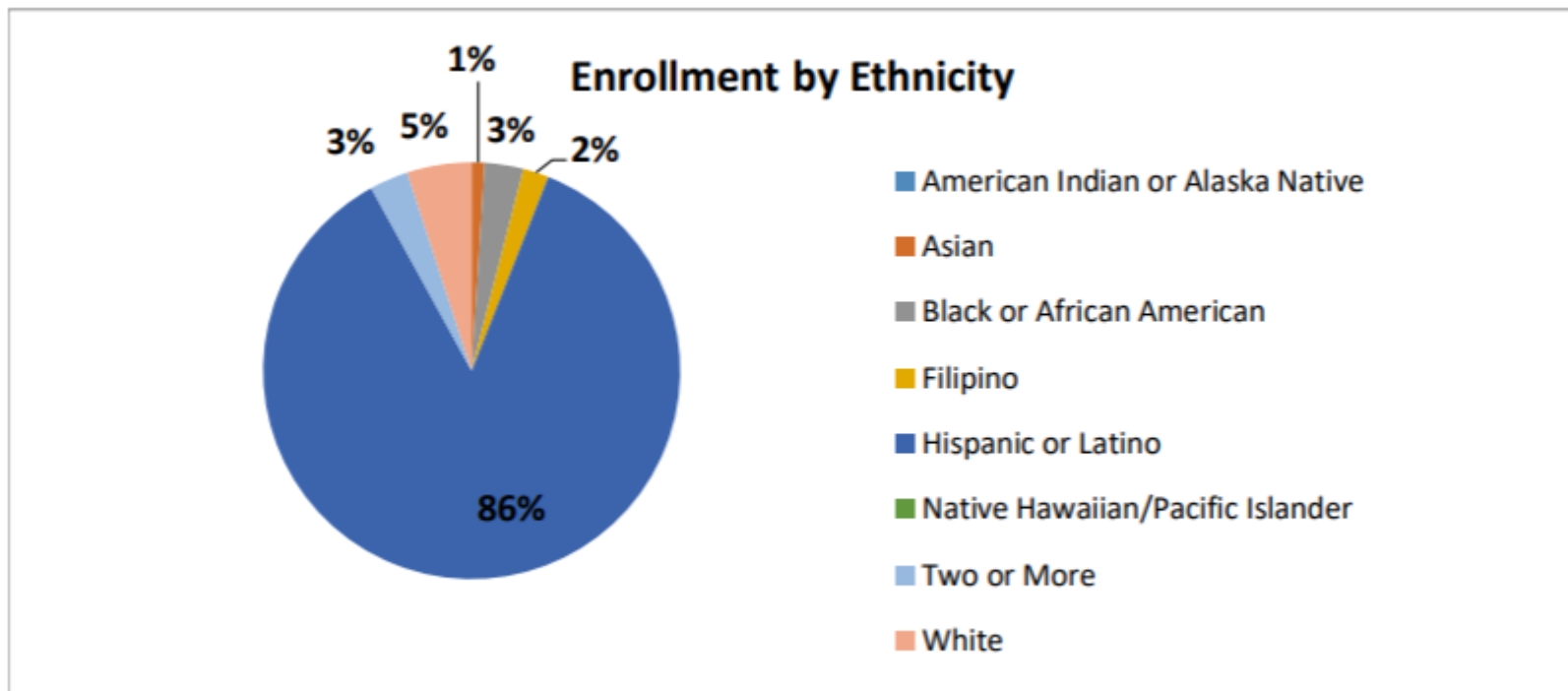
alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**SSS is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS).** DASS 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:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2023, SSS had a total enrollment of 402 students. Of these 402 students, 74% were Socioeconomically Disadvantaged, 25% were Students with Disabilities, 10% were GATE, 19% were English Learners, 7% were Homeless, and 0.2% were Foster Youth.

In addition, of these 402 students, 86% were Hispanic, 5% were White and 3% Black or African American. 6% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Sweetwater Secondary's Educational Partners are satisfied with the school's commitment to providing a personalized instructional program for all students. This personalized approach is the school's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Sweetwater Secondary offers as they look for a new approach to learning and the ability to graduate on time.

**According to the 2022 Dashboard, Grossmont Secondary's Dashboard Alternative Status School (DASS) One-Year Grad Rate was**

**87.3% for All Students.** While the DASS one-year graduation rate is only being reported for information purposes for DASS schools, educational partners believe that this continues to be a key indicator of the school's success. As seen in the table below, the school exceeded the 80% target for All Students and all other numerically significant Student Groups. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2023-24 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Grossmont Secondary will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

### Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	110	96	87.3%
English Learners	10	*	*
Foster Youth	1	*	*
Homeless	11	9	81.8%
Socioeconomically Disadvantaged	70	59	84.3%
Students with Disabilities	6	*	*
African American	5	*	*
Filipino	10	*	*
Hispanic	88	78	88.6%
White	3	*	*
Two or More Races	4	*	*

**The school was satisfied with the 2022 Chronic Absenteeism rate for students in grades 7-8.** According to the 2022 School Dashboard, 9.4% of students were chronically absent for the school year. Sweetwater Secondary's Chronic Absenteeism Rate is significantly

better than the State's average (30%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area.

**Sweetwater Secondary's educational partners are pleased with the 2022-23 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2023.** The goal is to have at least 60% of students meet their individualized NWEA Growth target. Results for 2022-23 are provided below:

- 68% of students tested met their NWEA Reading Growth Target
- 74% of students tested met their NWEA Language Growth Target
- 74% of students tested met their NWEA Math Growth Target

**Educational partners were satisfied to see that 50% of English Learners are making progress towards English language proficiency or maintain the highest level, as measured by the Summative ELPAC.** Therefore, Grossmont Secondary's 2022 English Learner Progress Indicator (ELPI) published in the School Dashboard meets the State average. The school's comprehensive English Learner Plan is supporting the development of EL students' proficiency in English and in the core curriculum.

**Sweetwater Secondary's Conditions & Climate remains a strength of the educational program.** For the 2022-23 school year, Sweetwater Secondary's Suspension Rate on the School Dashboard was 0%. This is significantly better than the State's average which is 3.1%. Providing Sweetwater Secondary students with a healthy, safe, and welcoming environment is most important because a high percentage of students choose to enroll to 'get away from negative experiences' at their previous school settings.

The School surveyed students and parents throughout the 2022-23 school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below.

#### **School Safety:**

- 99% of parents report that they feel their child is safe at school.
- 98% of students report that they feel safe at the Resource Center.

#### **Educational Program:**

- 100% of parents report high levels of satisfaction with school.

- 98% of students report high levels of satisfaction with the school.

Sweetwater Secondary's educational partners believe that the school has successfully maintained high levels of student engagement by providing students with synchronous one-on-one academic tutoring and ongoing small group instruction. Instructional staff stay in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate.

#### **Student Confidence Survey:**

- As of February 2023, 93% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Sweetwater Secondary.

#### **Cumulative Attendance/Participation Rate:**

As of March 2023, the school's cumulative attendance rate is 92.8%. This exceeds the 84% attendance target the school set for the 2022-23 school year. Significant student groups, including Hispanic or Latino, White, Black/African American, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2023-24 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law allows the 2022 School Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of the five Status levels (ranging from Very High, High, Medium, Low and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Based upon a thorough analysis of the 2022 School Dashboard, the school will continue to focus resources and develop strategies to improve in the areas identified below:

- According to the 2022 School Dashboard, All Students scored 120.3 points below standard on the **Summative Mathematics Smarter Balanced Assessments**. This is considered a Very Low status level and will continue to be a critical area of focus for the school. Additionally, the Hispanic and Socioeconomically Disadvantaged student groups achieved a Very Low status level as well. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards. Teachers will also receive individualized professional learning from the school's math specialist focused on meeting the unique needs of each student.
- For **English Language Arts**, All Students scored 15.2 points below standard on the Summative ELA Smarter Balanced Assessments in 2022. This is considered a Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Low status level as well. Similarly, to Math, the school will consider ELA to be a critical area of focus for the 2023-24 school year. The school will strive to enhance current systems and structures to improve ELA achievement for All Students and significant student groups. The school will analyze formative and summative assessment data throughout the school year to determine areas of weaknesses, particularly claims and targets and provide targeted instruction in those areas.
- The school's **Combined Four-and Five-Year Graduation Rate** for 2022 was 66.4%. This is considered a Very Low status level. Both Hispanic and Socioeconomically Disadvantaged student groups achieved a Very Low status on this indicator as well. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grade Rate as a modified method for DASS schools. However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied. While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE (see table provided in the Reflections: Successes).
- While the **College/Career Indicator** (CCI) was not reported in the 2022 California School Dashboard, the school wants to increase the number of graduates who are meeting the Prepared criteria. To improve in this area, counselors will focus on recruiting and advising students on enrolling in CTE Pathways, Early College Credit Programs and Leadership/Military Science coursework. The school will also refine monitoring efforts focused on how each student is progressing towards meeting the CCI Prepared criteria.

Educational partners believe that professional learning is key to continued improvement and success on School Dashboard Indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth

Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE).

The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training, and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion (E&I) staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. E&I staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health and behavioral services to students and family members.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data to identify program goals, Metrics, and actions that will ensure all students are meeting rigorous academic standards.

**Goal 1: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.**

### **Key Actions and Services for All Students:**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

### **Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

**Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and are accessible to All Students.**

**Key Actions and Services for All Students:**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- Multiple high quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000, BrainPOP ESL and Edgenuity MyPath Individual Learning Plans

**Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.**

**Key Actions and Services for All Students:**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development for staff: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)



**Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.**

**Key Actions and Services for All Students:**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Meal Program at all school sites
- Homeless and Foster Youth Liaison

**Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.**

**Key Actions and Services for All Students:**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House, and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Family Resource Night
- Interactive and engaging English Learners Advisory Committee (ELAC)
- ELD Progress Reports, multilingual materials

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sweetwater Secondary School (SSS) is eligible for CSI.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Beginning with the 2022 School Dashboard, DASS schools received the Combined Four-Year and Five-Year Graduation Rate, and this rate determined SSS's eligibility for CSI.

In prior years, the DASS Graduation Rate was used for accountability for DASS schools because they serve highly mobile and credit-deficient students. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California's use of a DASS modified graduation rate and academic indicator on the Dashboard. The ED issued a subsequent decision in August 2022 to decline a waiver request from the SBE of the requirements of the Every Student Succeeds Act (ESSA) to allow for continued use of the DASS graduation rate.

While SSS's Combined Four-Year and Five-Year Graduation Rate was 66.4%% for 2022, the school's DASS One-Year Graduation Rate was 87.3%. Clearly, SSS has excelled at the DASS One-Year Graduation Rate. However, SSS's educational partners believe that the Combined Four-Year and Five-Year Graduation Rate may not be the most appropriate Metric to measure the school's ability to engage high school students, for the following reasons:

- Many students enroll at SSS credit deficient and not on-track to graduate within four or five years because of challenges they faced at their previous schools.
- The Combined Four-Year and Five-Year Graduation Rate only includes students who earn a 'regular high school diploma' and excludes High School Equivalency Certificate (e.g., CHSPE, GED, and HiSET).

While the Combined Four-Year and Five-Year Graduation Rate calculation method may be unfavorable to a DASS school, the **school community is committed to continuous improvement and performance excellence.**

The school's CSI Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful educational partner feedback was collected throughout multiple collaborative settings: surveys, school events, meetings, conferences, and trainings. Feedback was collected, organized, and analyzed by the school to determine the educational needs of all students and formulate programs, services, and allocation of resources. Additionally, educational partner involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation.

Educational partners participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Educational partners followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the school's ideal rates of growth. Educational partners analyzed a variety of data and information related to student engagement and achievement, including all Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, educational partners analyzed **Resource Allocation** by category. Educational partners came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the school's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Educational partners believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

The school utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustain program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, educational partners engage in evidence-based decision making and reflection. Educational partners followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and educational partners investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged as impacting the school's graduation rate:

- On average, high school students enroll below grade level in English Language Arts and Mathematics skills/knowledge, as measured by NWEA, and need high-quality instruction and rigorous materials to close potential achievement gaps.
- Students need additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements.

- Students and families, particularly socioeconomically disadvantaged households, need access to Chromebook and/or home internet to have full and equal access to the educational program.
- Students need programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit which are designed to engage and prepare students for post-secondary pathways.
- Counselors play a crucial role is assisting students with their college and career planning, including academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- Students need access to social-emotional learning opportunities and support/resources to remain engaged and achieve in school.

Based upon the Needs Assessment results, the school engaged in a comprehensive selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the school's need to increase Graduation Rate. As a result, the school has integrated specific actions and services into the 2023-24 LCAP which are designed to improve Graduation Rate:

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. These additional support staff will allow teachers to focus on delivering instruction and provide additional support for students who need it the most.
- **Goal 1, Action 4:** Provide a high dosage tutoring program to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.
- **Goal 2, Action 2:** Provide Chromebooks and internet services to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.
- **Goal 2, Action 3:** Provide an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.
- **Goal 2, Action 3:** Counselors will provide guidance, advising, and training to students and family members focused on preparing for college/career pathways.

- **Goal 3, Action 1:** Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.
- **Goal 3, Action 2:** Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school has added the **Combined Four-Year and Five-Year Graduation Rate Metric into LCAP Goal 1**. The desired outcome is to improve 3% annually on this Metric; or exceed the County DASS schools' average or State DASS schools' average. The school's Data Department staff analyzed results of the 2022 Dashboard and determined that the State DASS school average was 57.3% and San Diego County DASS school average was 55.1%.

For the 2023-24 school year, school leadership will continue to implement, analyze, and enhance the strategies, and supports embedded in the CSI Plan as part of the Continuous Improvement Framework. To monitor and evaluate the effectiveness of the CSI Plan services and support, the school will use multiple assessment tools, data analysis protocols, and will include key educational partners. To ensure continuous improvement, educational partners will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. Educational partners will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for high school students:

#### **School Data Department**

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

#### **School Curriculum & Professional Learning Department**

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data.
- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

### **School Leadership**

- Monitor and evaluate effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data.

### **Instructional Leaders**

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.
- Conduct ongoing teaching observations, September 2023 to April 2024, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

### **School Counselors**

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS.
- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

### **Teachers**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional, and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees, and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents, and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2023-24 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of Metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

## **School Leadership Team**

Date: August 1-5, 2022

Involvement Method: Annual Strategic Planning

## **Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: August 19, 2022; August 24, 2022

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

## **Board of Directors and Community**

Date: August 31, 2022

Involvement Method: Board Meeting

## **Parents and Family Members**

Dates: July 27, 2022; August 10, 2022; September 14, 2022; September 28, 2022; November 2, 2022; December 14, 2022; January 25, 2023; February 15, 2023; March 1, 2023; April 12, 2023

Involvement Method: Family Learning Series

## **Board of Directors and Community**

Date: September 6, 2022

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: October 3-28, 2022

Involvement Method: School Open House Events

**All Staff**

Date: October 7, 2022

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: October 27, 2022

Involvement Method: English Learners Advisory Committee

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: October 28, 2022

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: September 23, 2022

Involvement Method: Special Education Compliance Clinic

**Students, Parents, Teachers and Staff**

Date: November 9, 2022

Involvement Method: School Site Council Meeting

**Board of Directors and Community**

Date: December 7, 2022

Involvement Method: Board Meeting

**All Staff**

Date: January 20, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**



Date: January 27, 2023

Involvement Method: Instructional Meeting

**Special Education & SELPA Collaboration**

Date: February 10, 2023

Involvement Method: Special Education Compliance Clinic

**School Leadership Team**

Date: February 22-23, 2023

Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**

Date: March 1, 2023

Involvement Method: Board Meeting

**Students, Parents and Family Members**

Date: March 1-24

Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**

Date: March 17, 2023

Involvement Method: Instructional Meeting

**All Staff**

Date: April 7, 2023

Involvement Method: Altus University Fair and All Staff Meeting

**Parents of English Learner Students**

Date: April 18, 2023

Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**

Date: May 8, 2023

Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**

Date: May 19, 2023

Involvement Method: Instructional Meeting

### **Board of Directors and Community**

Date: June 22, 2023

Involvement: Regular Board Meeting

The school's 2023-24 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

### A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2023-24 LCAP.

#### **Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support, and planning related to post-high school pathways: community college, university, military, and career.
- Ongoing opportunities to participate in field trips that are relevant to their interests and post-high school plans.
- Variety of Meal Program options in the resource center.
- Recognition for academic achievements and accomplishments.

- Assignments and projects that include relevant current events.

**Parents, Family Members and Advisory Committees:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Additional support and training related to planning for college and financial aid information.
- Ongoing opportunities for students to practice peer-to-peer collaboration on assignments and projects.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers, and meet with support staff.
- Ongoing communication from instructional staff regarding their child's academic progress, engagement, and important school events.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Information and support accessing community-based partners.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Advisory Committees:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Utilization of Zoom translation features for ELAC meetings.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources, and tools for parents to support learning at home.
- Information related to their child's English language development throughout the school year, including test scores, academic grades, credit completion.

- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Provide mental health counseling sessions to students to address problems or issues.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Continue to provide student laptops and charging carts in resource centers.
- Enhanced communication system that school leadership can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling, and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.

- Specialized literacy program/materials to support Students with Disabilities who are identified as struggling readers by the IEP Team.
- Student engagement and achievement data, which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Outreach and recruitment focused on enrolling more SWDs in Early College Credit Programs and Career CTE Pathways.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Engaging annual school events, including Family Night, College and Career Week, and Senior Night that provide educational partners with high-quality content and opportunities to ask clarifying questions related to the educational program.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- Ongoing refinement of the MTSS to ensure that it is adequately responding to the unique needs of all students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.

Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2023-24 school year. These five goals address the instructional approach, curriculum, professional development system, school climate and family engagement. Each LCAP Goal, along with their corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2023-24 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from **students**, the school has added the following Actions to the 2023-24 LCAP:

- The school will continue to focus on recruiting and hiring qualified instructional support staff, including CTRs, RCAs, and LAs, to provide additional academic tutoring opportunities in-person and online.
- Recruit additional students to participate in AVID Program, which is designed to create a 'college going mindset' but also provide ongoing peer-to-peer interaction and collaboration.
- School instructional leaders will collaborate with teachers to plan ongoing field trips throughout the school year. Students continue to express in surveys that they want field trips that match their interests and post-secondary plans.
- The school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways.
- Increased access to counselors and college information/planning sessions.
- Full implementation of AVID Program to provide additional Social and Emotional Learning opportunities.

After examining feedback from **parents of English Learners**, the school will initiate the following 2023-24 LCAP Actions:

- Provide families of English Learners with ELD progress reports, aligned to the CA EL Roadmap.
- Full utilization of Zoom translation features to engage non-English speaking families.
- Additional tutoring opportunities for English Learner students focused on building Language skills and effective study habits.

Information collected from **parents and family members**, led the school to develop the following LCAP Actions for 2023-24:

- More information and support related to college and career planning.
- Additional opportunities for students to interact peer-to-peer in the school setting.
- Access to community-based partnerships that focus on health and wellness, particularly physical fitness and mental wellbeing.

- Engaging school events, including a Family Resource Night to increase parent involvement and awareness of educational programs and services designed to improve student academic achievement.

After evaluating feedback from **teachers and staff**, the school will initiate the following 2023-24 LCAP Actions:

- Targeted recruitment for instructional support staff to support that can provide high-quality academic tutoring in the core subjects.
- Expand Early College Credit opportunities to all students.
- Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- Mental Health & Wellness Hub to quickly access information for students and families.
- Develop a mental health student referral process that is streamlined and user-friendly.
- Research potential futuristic teaching and learning methods, including Virtual Reality platforms.

By analyzing feedback from **special education staff**, the school has designed the following 2023-24 LCAP Actions:

- Additional college and career planning support for Students with Disabilities (SWDs) focused on successful post-secondary transitions.
- Integrate a specialized literacy program into the school's MTSS, Ascend SMARTER Intervention, as a targeted academic intervention for SWDs.
- Recruit SWDs to participate in AVID and Character and Leadership Development Programs to support their social-emotional learning needs.

Based upon feedback from **administrators**, the school will implement the following 2023-24 LCAP Actions:

- Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- Create and implement an individualized Gifted and Talented Education (GATE) Plan for all identified students.
- Full implementation of AVID Program to build strong foundational skills, facilitate peer-to-peer collaboration, and create a college going mindset for students.
- Improve reporting Language development progress with families of English Learners, focused on ELPAC results, credit completion, local assessment data, and teacher observations.
- Utilize a 5D+ Rubric during teaching observations to elevate teaching pedagogy.
- Embedded Zoom training and support for staff in the Altus University Calendar.
- Improved alignment of English Learner Training with the CA EL Roadmap.
- Additional training focused on meeting the unique needs of newcome, immigrant, and refugee students who may be new to the community or school system.

- Ongoing training for staff focused on contemporary issues facing youth, but with emphasis on building school practices of equity and inclusion.
- Facility ticketing and monitoring system to ensure resource centers remain in good repair status.
- Facility card access control system to manage guest entry as a school safety precaution.
- Evaluate the California Healthy Kids Survey results to determine future school planning as it relates to MTSS.
- Develop a LCAP Infographic to summarize Goals, Actions, Expenditures for educational partners and community members.



# Goals and Actions

## Goal

Goal #	Description
<b>Goal 1</b>	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

An explanation of why the LEA has developed this goal.

SSS is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at SSS credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, SSS is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24
<b>Basic</b> Teachers appropriately assigned and credentialed	<b>2020-21 Source: Local Reporting</b> 100% of teachers	<b>2021-22: Results</b> 100% of teachers as of April 2022	<b>2022-23 Results</b> 93% of teachers as of October 2022 <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> At least 90% of teachers are fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24	
<b>Pupil Achievement</b> <u>One-Year DASS</u> <u>Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	<b>2020-21 Source: CA School Dashboard</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	84%	Schoolwide	87.3%	Schoolwide	>80%
	Hispanic	83.5%	Hispanic	88.6%	Hispanic	>80%
	White	*	White	*	White	>80%
	African American	*	African American	*	African American	>80%
	2+ Races	*	2+ Races	*	2+ Races	>80%
	EL	90.9%	EL	*	EL	>80%
	SED	81.6%	SED	84.3%	SED	>80%
	SWD	77.8%	SWD	*	SWD	>80%
	<b>Note:</b> An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting	<b>Data Source:</b> CA School Dashboard (Additional Reports)	<b>Data Source:</b> CA School Dashboard (Additional Reports)	<b>Data Source:</b> CA School Dashboard (Additional Reports)		
		* Less than 11 students – data not displayed for privacy	<b>Note:</b> 2023 School Dashboard results will be available in Fall 2023			

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																																																						
<p><b>Pupil Achievement</b> <u>Combined Four- and Five-Year Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average</p>	<p><b>Note:</b> Only the DASS One-Year Grad Rate was available for the 2020-21 school year</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>66.4%</td> </tr> <tr> <td>Hispanic</td> <td>63.2%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>40.9%</td> </tr> <tr> <td>SED</td> <td>63.9%</td> </tr> <tr> <td>SWD</td> <td>33.3%</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	2021-22 Results		Schoolwide	66.4%	Hispanic	63.2%	White	*	African American	*	2+ Races	*	EL	40.9%	SED	63.9%	SWD	33.3%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard</p>	2022-23 Results		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;80%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;80%</td> </tr> <tr> <td>White</td> <td>&gt;80%</td> </tr> <tr> <td>African American</td> <td>&gt;80%</td> </tr> <tr> <td>2+ Races</td> <td>&gt;80%</td> </tr> <tr> <td>EL</td> <td>&gt;80%</td> </tr> <tr> <td>SED</td> <td>&gt;80%</td> </tr> <tr> <td>SWD</td> <td>&gt;80%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	>80%	2+ Races	>80%	EL	>80%	SED	>80%	SWD	>80%
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<b>Pupil Achievement</b> Smarter Balanced <u>ELA</u> Summative Assessments: Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average	<b>2018-19 Source: CA            School Dashboard</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	-3.2	Schoolwide	-15.2	Schoolwide	>-0.1
	Hispanic	-4.4	Hispanic	-17.2	Hispanic	>-0.1
	White	*	White	*	White	*
	African American	*	African American	*	African American	*
	2+ Races	*	2+ Races	*	2+ Races	*
	EL	-30.9	EL	-77.9	EL	>-21.9
	SED	-3.5	SED	-28.1	SED	>-0.1
	SWD	*	SWD	-130.1	SWD	*
			<b>Data Source:</b> CA School Dashboard  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> CA School Dashboard		
		<b>2021-22 Results</b>	<b>2022-23 Results</b>			
		State DASS Average	-114.7	State DASS Average	Not available	
		San Diego County DASS Average	-90.8	San Diego County DASS Average	Not available	
		<b>Data Source:</b> Locally Reported	<b>Data Source:</b> Locally Reported			
			<b>Note:</b> 2023 School Dashboard results will be available in Fall 2023			

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<p><b>Pupil Achievement</b></p> <p><b>Smarter Balanced Mathematics Summative Assessments:</b></p> <p>Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average</p>	<p><b>2018-19 Source: CA School Dashboard</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>-95.7</td> </tr> <tr> <td>Hispanic</td> <td>-96.8</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>-95.1</td> </tr> <tr> <td>SED</td> <td>-94.5</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table>	Schoolwide	-95.7	Hispanic	-96.8	White	*	African American	*	2+ Races	*	EL	-95.1	SED	-94.5	SWD	*	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-120.3</td> </tr> <tr> <td>Hispanic</td> <td>-127.4</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>-155.3</td> </tr> <tr> <td>SED</td> <td>-127.2</td> </tr> <tr> <td>SWD</td> <td>-206.2</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p> <table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>State DASS Average</td> <td>-164.6</td> </tr> <tr> <td>San Diego County DASS Average</td> <td>-157.3</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p>	2021-22: Results		Schoolwide	-120.3	Hispanic	-127.4	White	*	African American	*	2+ Races	*	EL	-155.3	SED	-127.2	SWD	-206.2	2021-22 Results		State DASS Average	-164.6	San Diego County DASS Average	-157.3	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p><b>Data Source:</b> CA School Dashboard</p> <table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>State DASS Average</td> <td>Not available</td> </tr> <tr> <td>San Diego County DASS Average</td> <td>Not available</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> 2023 School Dashboard results</p>	2022-23 Results		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available	2022-23 Results		State DASS Average	Not available	San Diego County DASS Average	Not available		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;-86.7</td> </tr> <tr> <td>Hispanic</td> <td>&gt;-87.8</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>&gt;-86.1</td> </tr> <tr> <td>SED</td> <td>&gt;-85.5</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>-86.7	Hispanic	>-87.8	White	*	African American	*	2+ Races	*	EL	>-86.1	SED	>-85.5	SWD	*
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<p><b>Pupil Achievement</b></p> <p>Increase the annual percentage of grade 11 students who score at least a Level 3 'Standard Met' on the Smarter Balanced Summative ELA and Mathematics Assessments (EAP Measure)</p>	<p><b>2020-21 Source: DataQuest</b></p> <table border="1"> <tr> <td>ELA</td> <td>67.57%</td> </tr> <tr> <td>Mathematics</td> <td>16.21%</td> </tr> </table>	ELA	67.57%	Mathematics	16.21%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>ELA</td> <td>46.39%</td> </tr> <tr> <td>Mathematics</td> <td>13.4%</td> </tr> </table> <p><b>Data Source:</b> DataQuest CAASPP Results</p>	ELA	46.39%	Mathematics	13.4%	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>ELA</td> <td>Not available</td> </tr> <tr> <td>Mathematics</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> DataQuest CAASPP Results</p> <p><b>Note:</b> 2023 School Dashboard results will be available in Fall 2023</p>	ELA	Not available	Mathematics	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>ELA</td> <td>&gt;67.57%</td> </tr> <tr> <td>Mathematics</td> <td>&gt;16.21%</td> </tr> </table>	ELA	>67.57%	Mathematics	>16.21%
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<p><b>Pupil Achievement</b></p> <p><u>English Learner Reclassification Rate:</u></p> <p>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total</p>	<p><b>2019-20 Source: DataQuest</b></p> <table border="1"> <tr> <td>SSS Total</td> <td>19%</td> </tr> <tr> <td>San Diego County Total</td> <td>14.7%</td> </tr> <tr> <td>State Total</td> <td>13.8%</td> </tr> </table>	SSS Total	19%	San Diego County Total	14.7%	State Total	13.8%	<p><b>2021-22: Results</b></p> <table border="1"> <tr> <td>SSS Reclassification Rate</td> <td>Not available</td> </tr> </table> <p><b>Note:</b> Data will be available after June 2022</p>	SSS Reclassification Rate	Not available	<p><b>2022-23 Results</b></p> <table border="1"> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </table> <p><b>Data Source:</b> DataQuest</p> <p><b>Note:</b> Annual Reclassification (RFEP) Counts and Rates should be available in Spring 2024</p>	School Reclassification Rate	Not available		<p><b>Desired Outcome for 2023-24</b></p> <table border="1"> <tr> <td>SSS Reclassification Rate</td> <td>&gt;13.8%</td> </tr> </table>	SSS Reclassification Rate	>13.8%				
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<b>Pupil Achievement</b> Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target	<b>2020-21 Source: Local Reporting</b>	<b>2021-22: Results</b>	<b>2022-23 Results</b>		<b>Desired Outcome for 2023-24</b>	
	Schoolwide	82%	Schoolwide	67%	Schoolwide	>60%
	Hispanic	84%	Hispanic	66%	Hispanic	>60%
	White	100%	White	*	White	>60%
	African American	*	African American	*	African American	>60%
	2+ Races	N/A	2+ Races	*	2+ Races	>60%
	EL	74%	EL	59%	EL	>60%
	SED	80	SED	64%	SED	>60%
	SWD	73%	SWD	63%	SWD	>60%
			<b>Data Source:</b> Locally Reported  * Less than 11 students – data not displayed for privacy	<b>Data Source:</b> Locally Reported  <b>Note:</b> Student Group results will be available in Summer 2023		

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<b>Pupil Achievement</b> California <u>Science</u> Test: Improve the annual percentage of All Students and Student Groups scoring proficient	<b>2018-19 Source: DataQuest</b>		<b>2021-22: Results</b>		<b>2022-23 Results</b>				<b>Desired Outcome for 2023-24</b>	
	Schoolwide	15.31%	Schoolwide	23.96%	Schoolwide	Not available			Schoolwide	>15.31%
	Hispanic	13.09%	Hispanic	22.66%	Hispanic	Not available			Hispanic	>13.09%
	White	*	White	*	White	Not available			White	*
	African American	*	African American	*	White	Not available			African American	*
	2+ Races	*	2+ Races	*	African American	Not available			2+ Races	*
	EL	5%	EL	0%	2+ Races	Not available			EL	>5%
	SED	19.12%	SED	18.64%	EL	Not available			SED	>19.12%
	SWD	0%	SWD	9.09%	SED	Not available			SWD	>0%
	<b>Data Source:</b> DataQuest CAASPP Results				<b>Data Source:</b> DataQuest CAASPP Results					
	* Less than 11 students – data not displayed for privacy				<b>Note:</b> 2023 DataQuest CAASPP results will be available in Fall 2023					

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<p><b>Pupil Engagement</b></p> <p><b>Cumulative Student Participation/Attendance Rate:</b></p> <p>Exceed 84% or improve 3% from prior year for All Students and Student Groups</p> <p><b>Note:</b> Independent Study Attendance is earned based on time value of assignments as determined by the certificated teacher employed by the LEA, or the combined time value of pupil work product and pupil participation in synchronous instruction (Source: <a href="#">California Department of Education Independent Study Program Summary</a>)</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>88%</td> </tr> <tr> <td>Hispanic</td> <td>87.8%</td> </tr> <tr> <td>White</td> <td>89%</td> </tr> <tr> <td>African American</td> <td>94.9%</td> </tr> <tr> <td>EL</td> <td>82.7%</td> </tr> <tr> <td>SED</td> <td>85.2%</td> </tr> <tr> <td>SWD</td> <td>78.6%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> </tr> <tr> <td>Homeless</td> <td>79.8%</td> </tr> <tr> <td>Cadet Corps</td> <td>96.7%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>49.4%</td> </tr> </table>	Schoolwide	88%	Hispanic	87.8%	White	89%	African American	94.9%	EL	82.7%	SED	85.2%	SWD	78.6%	Foster Youth	N/A	Homeless	79.8%	Cadet Corps	96.7%	Pregnant/Parent	49.4%	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>90.8%</td> </tr> <tr> <td>Hispanic</td> <td>90.7%</td> </tr> <tr> <td>White</td> <td>96%</td> </tr> <tr> <td>African American</td> <td>95.4%</td> </tr> <tr> <td>EL</td> <td>88.7%</td> </tr> <tr> <td>SED</td> <td>89.9%</td> </tr> <tr> <td>SWD</td> <td>85.1%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> </tr> <tr> <td>Homeless</td> <td>92.5%</td> </tr> <tr> <td>Cadet Corps</td> <td>99.2%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>N/A</td> </tr> </tbody> </table> <p><b>Note:</b> Results as of April 2022</p>	2021-22: Results		Schoolwide	90.8%	Hispanic	90.7%	White	96%	African American	95.4%	EL	88.7%	SED	89.9%	SWD	85.1%	Foster Youth	N/A	Homeless	92.5%	Cadet Corps	99.2%	Pregnant/Parent	N/A	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>92%</td> </tr> <tr> <td>Hispanic</td> <td>92.2%</td> </tr> <tr> <td>White</td> <td>90.3%</td> </tr> <tr> <td>African American</td> <td>95.1%</td> </tr> <tr> <td>EL</td> <td>93.2%</td> </tr> <tr> <td>SED</td> <td>91.1%</td> </tr> <tr> <td>SWD</td> <td>89.2%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>89.1%</td> </tr> <tr> <td>Cadet Corps</td> <td>96.8%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p><b>Data Source:</b> Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p><b>Note:</b> Cumulative Attendance Rate as of April 2023</p>	2022-23 Results		Schoolwide	92%	Hispanic	92.2%	White	90.3%	African American	95.1%	EL	93.2%	SED	91.1%	SWD	89.2%	Foster Youth	*	Homeless	89.1%	Cadet Corps	96.8%	Pregnant/Parent	*		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>&gt;84%</td> </tr> <tr> <td>Hispanic</td> <td>&gt;84%</td> </tr> <tr> <td>White</td> <td>&gt;84%</td> </tr> <tr> <td>African American</td> <td>&gt;84%</td> </tr> <tr> <td>EL</td> <td>&gt;84%</td> </tr> <tr> <td>SED</td> <td>&gt;84%</td> </tr> <tr> <td>SWD</td> <td>&gt;84%</td> </tr> <tr> <td>Foster Youth</td> <td>&gt;84%</td> </tr> <tr> <td>Homeless</td> <td>&gt;84%</td> </tr> <tr> <td>Cadet Corps</td> <td>&gt;84%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>&gt;58.4%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>84%	Hispanic	>84%	White	>84%	African American	>84%	EL	>84%	SED	>84%	SWD	>84%	Foster Youth	>84%	Homeless	>84%	Cadet Corps	>84%	Pregnant/Parent	>58.4%
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<p><b>Other Pupil Outcomes</b></p> <p><u>Student Confidence Survey:</u></p> <p>More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <table border="1"> <tr> <td>Schoolwide</td> <td>87% as of March 2021</td> </tr> </table>	Schoolwide	87% as of March 2021	<table border="1"> <tr> <th colspan="2">2021-22: Results</th> </tr> <tr> <td>Schoolwide</td> <td>91%</td> </tr> </table> <p><b>Note:</b> Results as of June 2022</p>	2021-22: Results		Schoolwide	91%	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Schoolwide</td> <td>93%</td> </tr> </table> <p><b>Data Source:</b> Locally Reported</p> <p><b>Note:</b> Student Confidence Survey Results as of February 2023</p>	2021-22 Results		Schoolwide	93%		<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td>Schoolwide</td> <td>&gt;90%</td> </tr> </table>	Desired Outcome for 2023-24		Schoolwide	>90%
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	<p>a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.</p> <p>b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.</p> <p>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.</p>	\$6,479	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate and Support English Language Proficiency for English Learners	<ul style="list-style-type: none"> <li>a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.</li> <li>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.</li> <li>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.</li> <li>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Family Engagement and Professional Learning Systems.</li> <li>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills.</li> <li>f) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.</li> <li>g) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.</li> </ul>	\$204,200	Yes

Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> <li>a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional RCAs, LAs and CTRs to support the instructional program.</li> <li>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.</li> <li>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance, and post-secondary goals.</li> <li>d) Instructional Staff will utilize School Pathways Student Information System (SPSIS) to report student attendance, document MTSS efforts, monitor student progress, and record grades.</li> <li>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.</li> <li>f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.</li> <li>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards and provide opportunities for live interaction to increase student connectedness to school.</li> <li>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-</li> </ul>	\$1,078,249	No
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Action #	Title	Description	Total Funds	Contributing
		<p>solving scenarios.</p> <p>i) Instructional staff will provide SBA Training Academies in April to prepare students for key Math and ELA claims and targets.</p> <p>j) The School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention.</p> <p>k) School staff will provide ongoing field trips that focus on student career and college pathways interest.</p> <p>l) Provide Gifted and Talented Education (GATE) for all identified students by specially trained teachers focused on inspiring students to utilize their talents and intellect to realize their full potential within an enriching academic environment.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.</li> <li>b) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.</li> <li>c) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.</li> <li>d) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.</li> <li>e) Equity and Inclusion (E&amp;I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.</li> <li>f) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students.</li> </ul>	\$760,880	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning.</p> <p>d) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.</p>	\$1,069,760	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, E&amp;I and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$36,672	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.</p> <p>d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.</p> <p>e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.</p>	\$325,064	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is focused on increasing student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven Actions included in Goal 1. Upon a careful review of each Action, it is evident that there are no substantive differences to report. An Action summary is provided below:

- **Action 1:** Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments and Illuminate Assessments to inform teaching and learning systems.
- **Action 2:** Implemented the school's English Language Development (ELD) Plan to all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff utilized key platforms, including School Pathways and Naviance to monitor student progress towards meeting individual academic goals and plan for postsecondary pathways. Counselors remained actively involved in the school's MTSS to support the unique needs of students and advise students and parents on viable graduation pathways. Teachers provided live academic instruction focused on increasing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities geared primarily for unduplicated pupils. This included instructional support staff, and an ongoing partnership with a non-profit tutoring organization. Counselors, E&I staff, Homeless and Foster Youth Liaison provided support and coordinated services and support to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services to qualifying students as outlined in their IEP.
- **Action 6:** Staff conducted systematic monitoring of student engagement and achievement by utilizing key Data Integration System platforms, including Naviance, NWEA, Illuminate and Achieve3000. Local monitoring tools and instruments were successfully published and updated to allow staff to conduct timely monitoring of key performance indicators.
- **Action 7:** Ellevation was successfully utilized throughout the year for English Learner monitoring and instructional planning. Data and Assessment Department staff provided ongoing and timely Monthly Storybooks that summarize unduplicated pupils' progress and achievement on key indicators to inform staffs' decision-making related to existing programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 1**

Budgeted Expenditures: \$24,831

Estimated Actual Expenditures: \$6,170

Material Difference: Decrease \$18,661

Explanation: Goal 1, Action 1 decreased by \$18,661 due to FTE staff allocation for Data Department staff expenditures being realigned to Goal 1, Action 6, and Goal 1, Action 7.

### **Action 3**

Budgeted Expenditures: \$1,100,028

Estimated Actual Expenditures: \$1,221,165

Material Difference: Increase \$121,137

Explanation: Goal 1, Action 3 increased due to the need to hire additional FTE Teacher to accommodate the school's enrollment growth within the school year.

### **Action 5**

Budgeted Expenditures: \$742,948

Estimated Actual Expenditures: \$905,101

Material Difference: Increase \$162,153

Explanation: Goal 1, Action 5 increased by \$162,153 due to FTE staff allocation increase in the school's Special Education population to provide academic instruction and support for students with disabilities.

### **Action 6**

Budgeted Expenditures: \$23,422

Estimated Actual Expenditures: \$30,901

Material Difference: Increase \$7,479

Explanation: Increased FTE staff allocation to align with Goal 1, Action 6 due to additional need for data and assessment staff to collect, analyze, and disseminate key performance measures.

### **Action 7**

Budgeted Expenditures: \$165,517

Estimated Actual Expenditures: \$218,806

Material Difference: Increase \$53,289

Explanation: Increased FTE staff allocations due to additional hours/time spent on assessing and analyzing data for monthly storybook to summarize English Learners, Low Income, and Foster Youth performance to increase support for students.

An explanation of how effective the specific actions were in making progress toward the goal.

The school is confident that Goal 1 Actions are contributing to successful student outcomes appropriate for a school identified as DASS. The school was able to meet, or on track to meet, desired outcomes for the 2022-23 Metrics outlined below:

- Teachers Appropriately Assigned and Credentialed: 93% of teachers
- Projected Chronic Absenteeism Rate: 1.6%
- NWEA Reading Growth: 68%
- NWEA Language Growth: 74%
- NWEA Math Growth: 74%
- Student Attendance Rate: 92%
- Middle School Dropout Rate: 0%
- High School Dropout Rate: 1.8%
- Student Confidence: 93%

While the 2022-23 DASS One-Year Graduation Rate is unavailable at this time, staff are optimistic that it will continue to exceed 90%. Additionally, the 2022-23 SBA Math and ELA results are unavailable, but staff are satisfied with the 2021-22 results and are optimistic that the school will be able to demonstrate annual continuous improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022 School Dashboard, the CDE published the Combined Four- and Five-Year Graduation Rate as the High School Engagement Indicator, rather than the DASS One-Year Graduation Rate. Therefore, the Combined Four- and Five-Year Graduation Rate has been added as a Goal 1 metric.

Based upon educational partner feedback, the school has adjusted the Metric focused on Teachers Appropriately Assigned and Credentialed to have an annual target of 90%.

As a school identified as DASS, educational partners wanted to add comparison outcomes to the following Metrics: Graduation Rate, Chronic Absenteeism, SBA Math, and SBA ELA. Each of these Metrics will include County DASS school averages and State DASS school averages.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2023-24:

- **Action 2f and Action 2g:** These Actions were realigned from Goal 3 (Professional Learning) to Goal 1 (Teaching and Learning).

- **Action 3a:** The school's Human Resources staff will recruit additional part-time instructional staff, including Resource Center Associates (RCAs) and Learning Associates (LAs) to support the educational program.
- **Action 4a:** RCAs and LAs are included in this action to provide additional and targeted academic tutoring to unduplicated pupils.
- **Action 4c:** The school will provide a fully implemented and robust AVID program to increase student engagement and achievement for historically underserved student groups.
- **Action 5d:** Special Education staff will implement Ascend SMARTER Intervention to support the academic needs of students with disabilities to improve literacy.
- **Action 7c:** School leadership will develop a semester ELD progress report that teachers can share with families of English Learner students to summarize language progress.
- **Action 7d:** Teachers will prepare a semester ELD progress report for each EL student and share with families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

SSS is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.



# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Basic</b></p> <p>Availability of standards aligned instructional materials to every student</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of students</p>	<p><b>2021-22: Results</b></p> <p>100% of students</p>	<p><b>2022-23 Results</b></p> <p>100% of students</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of students</p>
<p><b>Course Access</b></p> <p>Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual &amp; Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>All students had access and were enrolled in a broad course of study</p>	<p><b>2021-22: Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year</p>	<p><b>2022-23 Results</b></p> <p>All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																								
<b>Course Access</b> Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <thead> <tr> <th colspan="2">2020-21 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table> Data Source: Locally Reported	2020-21 Results		100% of pupils with exceptional needs		<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table> Data Source: Locally Reported	2021-22: Results		100% of pupils with exceptional needs		<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table> Data Source: Locally Reported	2022-23 Results		100% of pupils with exceptional needs			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		100% of pupils with exceptional needs									
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<b>Course Access</b> Increase annual student participation in <u>Advanced Placement (AP) Courses</u>	<table border="1"> <thead> <tr> <th colspan="2">2020-21 Source: Local Reporting</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned as of April 2021</td> <td>25 courses</td> </tr> </tbody> </table>	2020-21 Source: Local Reporting		Number of AP Courses Assigned as of April 2021	25 courses	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>25 courses</td> </tr> </tbody> </table> Note: Results as of April 2022	2021-22: Results		Number of AP Courses Assigned	25 courses	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>19 courses</td> </tr> </tbody> </table> Data Source: Locally Reported  Note: Results as of February 2023	2022-23 Results		Number of AP Courses Assigned	19 courses		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>&gt;25 courses</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of AP Courses Assigned	>25 courses								
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Other Pupil Outcomes</b>  Maintain a compliant and accessible Work Experience Education (WEE) Program	<b>2020-21 Source: Local Reporting</b>  Met compliance requirements set forth by the California Department of Education	<b>2021-22: Results</b>  WEE Program remains compliant and available to all students for the 2021-22 school year	<b>2022-23 Results</b>  WEE Program remains compliant and available to all students for the 2022-23 school year  Data Source: Locally Reported		<b>Desired Outcome for 2023-24</b>  Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).  b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.  c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.  d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).  e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	\$269,075	No

Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> <li>a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.</li> <li>b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.</li> <li>c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.</li> <li>d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.</li> <li>e) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math.</li> <li>f) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP).</li> <li>g) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.</li> </ul>	\$229,310	Yes
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Action #	Title	Description	Total Funds	Contributing
		h) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.		

Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.</li> <li>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.</li> <li>c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.</li> <li>d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.</li> <li>e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.</li> <li>f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.</li> <li>g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.</li> <li>h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.</li> <li>i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.</li> </ul>	\$224,467	No
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Action #	Title	Description	Total Funds	Contributing
		<p>j) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high school student progress towards meeting Approaching and Prepared criteria.</p> <p>k) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March, and May 2024 Instructional Meetings to calculate College/Career readiness rate projections.</p> <p>l) Assist students and parents with applying for financial aid for college and career programs – the school’s Financial Aid Resource Webpage.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is focused on providing a broad, rigorous, and accessible course of study to all students that prepares them for college and career pathways. There are three Actions included in Goal 2. After reviewing each Action, the school has concluded that there are no substantive differences to report for Goal 2. An Action summary is provided below:

- **Action 1:** The school’s curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC was able to update and align the school’s online curriculum (Edgenuity) to the Smarter Balanced ELA and Mathematics Assessments Blueprint. APAC also adjusted online, and textbook curriculum based upon user feedback, including teachers and students. There was a commitment to refine curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advance curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school was able to successfully provide all students in need of home technology with a school issued Chromebook, along with internet connectivity. In addition, the school’s ELD program is fully implemented and sustained. Historically underserved student

groups continue to have access to a rigorous course of study, including Honors and AP, and specialized instructional materials and coursework to rapidly build foundational skills, literacy and quickly recover failing credits needed for grade level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college/career aspects: Meeting the College Career Indicator (CCI) Prepared Criteria, Applying for Financial Aid, Early College Credit, CTE, Early Assessment Program (EAP), AP Exams registration, and Work Experience Education. The school provided a College and Career Week that included guest speakers from a variety of career fields and colleges to increase awareness of requirements, timelines, and processes. There were eight fully developed Career CTE Pathways available to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$287,477

Estimated Actual Expenditures: \$367,560

Material Difference: Increase \$80,083

Explanation: Increased FTE staff allocation to assist the curriculum and professional development department to support Goal 2, Action 1.

Additionally, textbook expenditures were higher than originally budgeted due to enrollment growth.

**Action 2**

Budgeted Expenditures: \$211,100

Estimated Actual Expenditures: \$247,089

Material Difference: Increase \$35,989

Explanation: Goal 2, Action 2 increased by \$35,989 due to the school's need to purchase additional Chromebooks for students.

**Action 3**

Budgeted Expenditures: \$193,852

Estimated Actual Expenditures: \$170,893

Material Difference: Decrease \$22,959

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with curriculum and professional development

to support Goal 2, Action 3. Due to shortage in the workforce not all budgeted positions were filled.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's Goal 2 Actions provided all students with a rigorous and well-rounded course of study that ultimately prepares them for future college and career pathways. The school was able to meet desired outcomes for the 2022-23 Metrics below:

- Availability of standards aligned instructional materials to all students: 100%
- Provide all students with access to a broad course of study: 100%
- Design and implement programs and services to pupils with exceptional needs that promote succession transitions: 100%
- CTE Career Pathways: Eight
- Core courses aligned to CCSS: 100%
- Science courses aligned to NGSS: 100%
- ELA and Social Science courses aligned to ELD Standards: 100%
- Core courses are UC a-g approved: 100%
- CTE courses aligned to CTE Model Curriculum Standards: 100%
- Compliant and accessible Work Experience Education Program: Met

The data for many of the 2022-23 College/Career Readiness Metrics are not available at this time; the school projects that these outcomes will be available in Fall 2023.

As mentioned in other LCAP sections, educational partners want to focus on increasing the percentage of graduates who meet the College/Career Indicator Prepared Criteria. Therefore, the school has added additional Goal 2 Actions designed to increase student participation in CTE, planning for college, and accessing Early College Credit opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The description of Goal 2 and Metrics will remain the same for SY 2023-24. Based upon educational partner reflections, the school has planned the following Action adjustments for the 2023-24 SY:

- **Action 3b:** The school will develop three additional CTE Career Pathway to meet the interest/needs of students and teachers, Animal Science, Retail Sales and Marketing, and Teacher Education.
- **Action 3d:** The school will expand Early College Credit opportunities to all students by partnering with colleges for Dual Enrollment and Articulation Agreements. School staff want all students to experience the benefits of Early College Credit, which include creating equitable access to higher education, preparing for postsecondary pathways, improving GPA, and graduation rates.
- **Action 3i:** To provide students and families with additional support related to applying financial aid for college and career programs, the school has developed a resource page. The school's resource page includes information related to FAFSA and the California Dream Act and how to request additional support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers</p>	<p><b>2021-22: Results</b></p> <p>90% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>
<p><b>Implementation of State Standards</b></p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of teachers</p>	<p><b>2021-22: Results</b></p> <p>100% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of teachers</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Implementation of State Standards</b></p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>10 ELAD trainings as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>10 ELAD trainings as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>11 ELAD trainings</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>At least six annual ELAD trainings</p>
<p><b>Implementation of State Standards</b></p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>67% of teachers completed LEC</p>	<p><b>2021-22: Results</b></p> <p>89% of teachers as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of teachers</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>
<p><b>Implementation of State Standards</b></p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>93% of staff as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>97% of staff as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>99% of staff as of April 2023</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of instructional staff</p>



Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>School Climate</b></p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience at SSS</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>98% of students as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>98% of students as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>98% of students</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of students</p>
<p><b>School Climate</b></p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience at SSS</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of parents and family members as of April 2021</p>	<p><b>2021-22: Results</b></p> <p>96% of parents and family members as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of parents and family</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>&gt;90% of parents and family members</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> <li>a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.</li> <li>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.</li> <li>c) School Coordinator will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.</li> <li>d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).</li> <li>e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.</li> <li>f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.</li> <li>g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.</li> <li>h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.</li> </ul>	\$46,090	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="665 228 1692 370">i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.</li> <li data-bbox="665 412 1692 480">j) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.</li> <li data-bbox="665 522 1692 664">k) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.</li> <li data-bbox="665 706 1692 808">l) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.</li> <li data-bbox="665 850 1692 953">m) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.</li> </ul>		

Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.</li> <li>b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation.</li> <li>c) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.</li> <li>d) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.</li> <li>e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.</li> <li>f) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.</li> <li>g) AU professional development training for staff focused on Equity &amp; Inclusion and how to cultivate reflective and positive discussion with students.</li> </ul>	\$27,919	Yes
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Action #	Title	Description	Total Funds	Contributing
		<p>h) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.</p> <p>i) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.</p> <p>j) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</p> <p>k) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.</p> <p>l) Partner with local non-profit organizations to increase staff awareness of contemporary youth topics, including Fentanyl awareness and Expansive School trainings.</p>		

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is focused on providing instructional staff will ongoing support and professional learning to meet the unique needs of students and family members. There are two Actions included in Goal 3. The school conducted a thorough review of each Action and determined that all but one strategy was implemented. For Action 2f, the school was unable to provide staff with training related to Writing Redesigned for Innovative Teaching Equity (WRITE). WRITE is a specialized literacy training provided by San Diego County Office of Education (SDCOE). WRITE training has been rescheduled to the 2023-24 school year. A Goal 3 Action summary is provided below:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners prior to the start of the school year. The school provided training related to effective implementation of the State Standards to instructional staff throughout the school year. There was special emphasis on Mathematics and ELA since both content domains are critical areas of need. In addition, school staff participated in a wide variety of trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.
- **Action 2:** The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementation of English Language Development (ELD). The Math Specialist provided instructional staff with support and training focused on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and trainings offered to staff included, Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

**Action 1**

Budgeted Expenditures: \$113,032

Estimated Actual Expenditures: \$176,085

Material Difference: Increase \$63,053

Explanation: increased FTE staff allocation for Curriculum and Professional Development Department to improve academic performance for all students.

**Action 2**

Budgeted Expenditures: \$13,636

Estimated Actual Expenditures: \$18,990

Material Difference: Increase \$5,354

Explanation: Increased Instructional Support FTE allocation to support Goal 3, Action 2 (i.e. professional development technology training for instructional staff focused on improving literacy skills and academic achievements for underserved students).

An explanation of how effective the specific actions were in making progress toward the goal.



Goal 3 Actions have significantly increased high quality teaching and learning at the school for all students, and unduplicated pupils. **All Goal 3 Metrics were met** for the 2022-23 school year, as summarized below:

- 100% of teachers participated in at least 60 hours of annual professional learning.
- 100% of teachers participated in at least 10 hours of annual Math professional learning.
- The school provided 11 English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- 100% of teachers have completed Leading Edge Certification within three years of their initial employment.
- 99% of staff report high levels of training relevance at Altus University sessions.
- 98% of students report high levels of satisfaction with their educational experience.
- 100% of parents and family members report high levels of satisfaction with their child's overall educational experience.

It is evident that the school's Professional Learning System is meeting the unique needs and requirements of educational partners. While school administration is satisfied with Goal 3 Metric results, there is consensus that instructional staff need ongoing and sustained training and coaching related to math and ELA achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 3 description and Metrics will remain the same for 2023-24. Based upon reflections, the school will initiate some additional Actions to ensure staff can support the needs of the Whole Child, including EL students, and increase student, parent, and family member engagement. A summary of these new Actions is provided below:

- **Action 1c:** Instructional leaders will utilize a Teaching Observation rubric to conduct informal and formal observations with instructional staff throughout the school year. The 5D+ Rubric Instructional Growth and Teacher Evaluation will be utilized during these teaching observations.
- **Action 1m:** In prior years, the school's primary virtual platform was Microsoft Teams. For 2023-24, school employees have professional Zoom accounts to increase student and parent engagement opportunities. School staff will receive training on how to use Zoom effectively and efficiently.
- **Action 2a:** Better align ELD training to the California EL Roadmap.

- **Action 2c:** Provide specialized training to employees focused on supporting the unique needs of students and parents who are new to the country.
- **Action 2i:** Partner with local organizations, including SAY San Diego to provide specialized training on contemporary issues/challenges facing youth.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
<b>School Climate</b> Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard	Suspension Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard  Note: Student Suspensions Results as of May 2023	Suspension Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Suspension Rate</td> <td>&lt;1.5%</td> </tr> </table>	Suspension Rate	<1.5%
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Suspension Rate	0%												
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24								
<b>School Climate</b> Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<b>2020-21 Source: DataQuest</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	<b>2021-22: Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <b>Note:</b> Results as of April 2022	Expulsion Rate	0%	<b>2022-23 Results</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <b>Data Source:</b> Locally Reported <b>Note:</b> Student Expulsion Results as of May 2023	Expulsion Rate	0%		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Expulsion Rate</td> <td>&lt;1%</td> </tr> </table>	Expulsion Rate	<1%
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Expulsion Rate	<1%												
<b>School Climate</b> More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<b>2020-21 Source: Local Reporting</b> <table border="1"> <tr> <td>98% of students as of April 2021</td> </tr> </table>	98% of students as of April 2021	<b>2021-22: Results</b> <table border="1"> <tr> <td>96% of students as of April 2022</td> </tr> </table>	96% of students as of April 2022	<b>2022-23 Results</b> <table border="1"> <tr> <td>98% of students</td> </tr> </table> <b>Data Source:</b> Locally Reported	98% of students		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>&gt;90% of students</td> </tr> </table>	>90% of students				
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<b>School Climate</b> Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<b>2020-21 Source: Local Reporting</b> <table border="1"> <tr> <td>School Safety Plan met compliance requirements set forth by local, county and state agencies</td> </tr> </table>	School Safety Plan met compliance requirements set forth by local, county and state agencies	<b>2021-22: Results</b> <table border="1"> <tr> <td>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year</td> </tr> </table>	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year	<b>2022-23 Results</b> <table border="1"> <tr> <td>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year</td> </tr> </table> <b>Data Source:</b> Locally Reported	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year		<b>Desired Outcome for 2023-24</b> <table border="1"> <tr> <td>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant</td> </tr> </table>	Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant				
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## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> <li>a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.</li> <li>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.</li> <li>c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.</li> <li>d) Implementation of ZenDesk to facilitate facility ticketing/monitoring systems.</li> <li>e) Installation of Brivo card access controls at all resource centers and office</li> <li>f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.</li> <li>g) Provide nursing services to support the overall health and social-emotional well-being.</li> <li>h) Provide a Mental Health &amp; Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.</li> <li>i) Provide students and parents with opportunities for input into safety planning.</li> </ul>	\$83,928	No
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Action #	Title	Description	Total Funds	Contributing
		j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR and First Aid.		
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health, and wellness services.</p> <p>f) Meal and Nutrition Program to promote student health and well-being.</p>	\$52,999	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<p>a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.</p> <p>b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.</p> <p>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.</p> <p>d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.</p> <p>e) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.</p> <p>f) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p> <p>g) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.</p>	\$111,656	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.



Goal 4 is focused on providing a safe environment and supportive school culture to all educational partners. All three Actions were fully implemented and sustained for the 2022-23 school year. A Goal 4 Action summary is provided below:

- **Action 1:** The Executive School Safety Committee met regularly to discuss potential safety issues and ensure successful implementation of the School Safety Plan. The school provided multiple opportunities for educational partners to provide input regarding safety procedures and training needs. School Safety Ambassadors attended training and facilitated discussions related to safety topics, including ALICE (Violent Critical Incidents) in ongoing Resource Center Meetings with colleagues. School nurses supported the physical health of the school community. Lastly, Operations and Facilities staff ensured the school sites' systems and structures were adequately prepared for emergency scenarios.
- **Action 2:** The school's Healthy Youth Therapist and Department were able to provide counseling services, referrals, and case management to meet the needs of all students. The school actively recruited students to participate in the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website to include information related to health/wellness, and provided a Meal Program available to all students at resource centers.
- **Action 3:** These actions were targeted to meet the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification, case management services, collaborated with community partners, and training to staff. Specialized school staff provided live social-emotional learning opportunities (RISE) for students as part of the school's MTSS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in estimated actual and budgeted expenditures were primarily due to:

#### **Action 1**

Budgeted Expenditures: \$41,339

Estimated Actual Expenditures: \$51,029

Material Difference: Increase \$9,690

Explanation: Goal 4, Action 1 increased by \$9,690 due to nursing services being realigned in the budget.

#### **Action 2**

Budgeted Expenditures: \$58,477

Estimated Actual Expenditures: \$68,074

Material Difference: Increase \$9,597

Explanation: Goal 4, Action 2 increased by \$9,597 due to FTE staff allocation to promote the social, emotional and behavior support for all students.

### Action 3

Budgeted Expenditures: \$73,239

Estimated Actual Expenditures: \$140,215

Material Difference: Increase \$66,976

Explanation: Increased FTE allocation for school clerks to support Goal 4, Action 3 for homeless & foster youth students to ensure their academic, physical, mental health and social emotional needs are met. Additionally, the school increased its budget for nutrition plan to promote student's health and well-being.

An explanation of how effective the specific actions were in making progress toward the goal.

Educational partners are satisfied with Goal 4 Actions and their contributions to providing a safe environment and supportive school culture conducive for teaching and learning. As a result of Goal 4 Actions, the school was able to **meet all 2022-23 Metrics**:

- As of May 2023, the school has a 0% student Suspension and Expulsion Rate.
- 98% of students who completed surveys report high levels of school safety satisfaction.
- 99% of parents and/or family members who completed surveys report high levels of school safety satisfaction.
- The school's Safety Plan continues to meet the needs of the school community and remains compliant.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 4 description and Metrics will remain the same for 2023-24. Based upon feedback and reflections, the school will initiate some additional Goal 4 Actions:

- **Action 1d**: Utilize ZenDesk platform to support facility ticketing/monitoring.

- **Action 1e:** Install and provide maintenance services to Bravo card access controls at all resource centers and offices as a school safety precaution.
- **Action 1f:** Administer the CHKS to determine the current state of student health and wellness. Information gleaned from the survey will inform decision making related to school programs and services.
- **Action 1h:** Create a Mental Health & Wellness Hub available to all educational partners focused on meeting their diverse physical, social-emotional, and mental health needs.
- **Action 1j:** Provide specialized professional learning to staff focused on first aid, child abuse prevention, and maintaining a safe/professional work environment.
- **Action 3e:** Full implementation of AVID focused on building student academic skills, planning for college, and supporting social-emotional learning.
- **Action 3f:** Integrate key homeless and foster youth resources and services into the school's mental health and wellness hub.
- **Action 3g:** E&I staff available to the school community to assist in community referrals, training, case management, and assisting school leaders with responding to student health emergencies.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
Goal 5	Provide innovative, engaging and community-based resource centers to service and support students, parents and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Basic</b></p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>100% of school facilities</p>	<p><b>2021-22: Results</b></p> <p>100% of school facilities as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>100% of school facilities</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>100% of school facilities</p>
<p><b>Parental Involvement</b></p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2021-22: Results</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>Title I Family Resource Night</li> <li>English Learners Advisory Committee Meetings</li> <li>Open House and Senior Night Events</li> <li>Family Learning Series</li> <li>School Site Council Meetings</li> <li>College &amp; Career Week</li> <li>School Board Meetings</li> <li>Pathways Portfolio Panels</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p><b>Parental Involvement</b></p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2021-22: Results</b></p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> </ul>	<p><b>2022-23 Results</b></p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> <li>• Post-secondary transition meetings to discuss student outcomes</li> <li>• SELPA community advisory meetings for special education</li> <li>• IEP educational benefit meetings in addition to annual meetings and triennial meetings</li> <li>• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP</li> <li>• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance</li> </ul> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p><b>Parental Involvement</b></p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p><b>2020-21 Source: Local Reporting</b></p> <p>28 community-based partnerships</p>	<p><b>2021-22: Results</b></p> <p>25 community-based partnerships as of April 2022</p>	<p><b>2022-23 Results</b></p> <p>25 community-based partnerships</p> <p><b>Data Source:</b> Locally Reported</p>		<p><b>Desired Outcome for 2023-24</b></p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<b>Parental Involvement</b> Provide six Family Learning Series Trainings to all parents and family members	<b>2020-21 Source: Local Reporting</b> Seven Family Learning Series Trainings were facilitated	<b>2021-22: Results</b> Nine Family Learning Series were facilitated as of April 2022	<b>2022-23 Results</b> Ten Family Learning Series were provided <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> At least six annual Family Learning Series offered to parents and family members
<b>Parental Involvement</b> 90% of parents will report that Resource Centers provide innovative learning opportunities for students	<b>2020-21 Source: Local Reporting</b> 95% of parents and family members as of April 2021	<b>2021-22: Results</b> 97% of parents and family members as of April 2022	<b>2022-23 Results</b> 100% of parents and family members <b>Data Source:</b> Locally Reported		<b>Desired Outcome for 2023-24</b> >90% of parents and family members

## Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> <li>a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.</li> <li>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.</li> <li>c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance.</li> <li>d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.</li> <li>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.</li> <li>f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.</li> <li>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.</li> <li>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.</li> <li>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,</li> </ul>	\$737,419	No
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Action #	Title	Description	Total Funds	Contributing
		<p>and communication.</p> <p>j) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>k) Research potential use of Virtual Reality platforms at school sites to innovate teaching and learning methods.</p> <p>l) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.</p> <p>m) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.</p>		

Action #	Title	Description	Total Funds	Contributing
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> <li>a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.</li> <li>b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.</li> <li>c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.</li> <li>d) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.</li> <li>e) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</li> <li>f) Provide translated materials and resources for parents and family members of English Learners.</li> <li>g) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</li> <li>h) Design, develop and disseminate a multilingual LCAP infographic that summarizes the school's educational program, student profile and key services/programs available to unduplicated pupils.</li> <li>i) Develop and embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.</li> <li>j) Utilize language interpretation in Zoom school events to increase school connectiveness of non-English speaking families.</li> </ul>	\$20,888	Yes

## Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is designed to provide community-based resource centers that are innovative in design and capable of engaging students, parents, and family members. While SSS's instructional model is non-classroom based, school leadership wants to provide a physical school environment that students can attend throughout the school week to interact with peers, participate in live instruction, access school equipment, and meet with school staff. There are two Actions included in Goal 5. Upon reviewing each Action, school staff have determined that there are no substantive differences to report. Key Actions are summarized below:

- **Action 1:** The school provided multiple opportunities for students, parents, and family members to interact with staff and learn about important programs and services. These school events included Open House, Senior Night Events, and Family Learning Series. At school events, staff teach students and parents how to use communication and academic tools, including School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, School Website and Naviance.
- **Action 2:** These are targeted Actions for English Learners, Low-Income, and Foster Youth. Key actions included providing bus passes to Foster Youth, facilitating engaging English Learner Advisory Committee (ELAC) meetings to increase involvement of parents of English Learners, bilingual staff who can provide translation services, and translated materials/resources for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community is satisfied with how Goal 5 Actions were able to increase engagement and innovation at SSS. **All Goal 5 Metrics were met** for the 2022-23 school year:

- 100% of school facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.

- The school maintained formal partnerships with community-based organizations to support the needs of the ‘Whole Child’.
- There were ten Family Learning Series offered to parents and family members.
- 100% of parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Goal 5 Description and Metrics will remain the same for 2023-24. However, based upon data analysis and reflection the school have designed additional Actions:

- **Action 1j:** DocuSign, Zoom, and Adobe programs to improve work efficiency for staff and enhance communication with the school community.
- **Action 1k:** Research focused on utilization of Virtual Reality platform and technologies for teaching and learning.
- **Action 1i:** Refine systems to administer the CHKS to students.
- **Action 1m:** Increase community awareness of the school’s unique ability to help struggling students reengage in school, academically succeed, and prepare for post-secondary pathways.
- **Action 2a:** Conduct outreach and recruitment to involve more families in the annual Family Resource Night.
- **Action 2e:** Provide all parents and families of English learner students with an annual ELD progress report to foster engagement and goal development.
- **Action 2h:** Disseminate a multilingual LCAP infographic to the school community focused on highlighting targeted programs and services for unique learners.
- **Action 2i:** Integrate a feedback form into the school’s Health and Wellness Hub to solicit input and needs from educational partners.
- **Action 2j:** Utilize language interpretation features provided in Zoom at school events to increase school connectiveness and access for non-English speaking families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$951,858	\$60,844

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.84%	0%	\$0	20.84%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Based upon educational partner feedback and data analysis, the school plans to initiate Increased or Improved Services designed to benefit foster youth, English learners (EL), and low-income students **to a greater extent** than students who are not low-income, EL and/or foster youth. These **LEA-wide Contributing Actions** are outlined below and upgrades the entire educational program for all students:

- **Goal 1, Action 4a:** As provided in the Engaging Education Partners section, teacher feedback indicated that they need additional instructional **support staff** to provide direct tutoring services to students who are struggling to make adequate academic progress in core courses. To address these needs, the Human Resources Department will conduct targeted recruitment of RCAs and CTRs to fill vacancies. Educational research indicates that instructional aides and assistants can help implement differentiated instruction techniques, tailoring instruction to meet the diverse needs of students. We expect these actions to lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on Smarter Balanced Assessments.
- **Goal 1, 4b:** Based upon data analysis, school staff indicated a need to provide high-dosage academic tutoring opportunities for students struggling in ELA and Mathematics. Specifically, foster youth, English learners and low-income students are struggling the most in these

academic areas. To address this need, the school will partner with a **non-profit organization to provide high dosage tutoring** throughout the school week, focused on skill development, direct instruction, guided practice, and independent practice opportunities. Educational research indicates that high dosage tutoring programs can help students overcome learning challenges and make significant progress in their studies. The school expects this supplemental tutoring program to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language.

- **Goal 1, Action 4c:** Based upon educational partner feedback and college/career readiness outcomes, the school wants to improve programs and services that prepare students for post-secondary pathways. To address these needs, the school will offer an **AVID Program** which is focused on building healthy and sustainable study habits and college/career readiness. Educational research indicates that AVID is effective in improving student outcomes related to college/career readiness. We expect the AVID Program to lead to improvements in the percentage of unduplicated pupils graduating on-time, finishing UC a-g requirements, and scoring proficient on SBAs.
- **Goal 1, Action 4d:** Educational partners indicated that students need additional guidance as it relates to college/career readiness, social emotional support, and equity/access. To address these needs, the school will provide **counselors** who provide academic guidance to students, help students explore career options, navigate the college application process, understand financial aid opportunities, help address student personal and social issues, and identify and address barriers that marginalized students may face, such as lack of resources. Educational research indicates that counselors are essential for supporting students' holistic development, academic achievement, and future success. We expect counseling services to increase the number of unduplicated students graduating on-time, prepared for college/career pathways, and reporting high-levels of satisfaction with the educational program.
- **Goal 1, Action 4e:** School administrators want to continue to integrate Equity and Inclusion (E&I) services into the school's Multi-Tiered System of Support (MTSS). There is consensus that **E&I services** will elevate academic achievement, social-emotional well-being, school climate, and college/career readiness. Research indicates that E&I services address potential disparities and provide targeted support to marginalized students and can help narrow achievement gaps. The school expects these E&I services to improve academic outcomes, including increased engagement and higher graduation rates, particularly for unduplicated pupils.
- **Goal 1, Action 4f:** Educational partners provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. Specific feedback included, 'these basic needs must be met to keep them engaged in school and achieving.' To address these needs, a **homeless and foster youth liaison** will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. The school expects these services to improve engagement metrics (chronic absenteeism, attendance, drop out rate, and graduation rate) for foster youth.



- **Goal 2, Action 2a:** There is consensus amongst the entire school community that providing all students with access to home technology and internet service can have several positive impacts on their learning and academic outcomes. To address these needs, the school will provide a Chromebook and internet service to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a ‘homework gap’ that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the **Altus Connect Program** to improve digital access and equity, expanded learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.
- **Goal 2, Action 2b:** Instructional staff want to create and develop a curriculum that can meet the diverse needs and learning styles of all students, particularly Students with Disabilities and English Learners. To meet these needs, The school’s curriculum departments (APAC), integrates **Universal Design for Learning (UDL)** guidelines into the core curriculum. Educational research indicates that UDL can increase student engagement and academic achievement because it provides multiple means of representation and expression to accommodate different learning preferences and abilities. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.
- **Goal 2, Action 2c:** Based upon English learner performance on the Summative English Language Proficiency Assessment for California, the school wants to increase the percentage of ELs making progress towards English language proficiency. To meet these needs, the school will utilize **Achieve3000** which is an online literacy platform that aims to improve reading comprehension and vocabulary skills for students, including English learners. It provides differentiated content based on individualized reading levels and offers various tools and activities to support language acquisition. Educational partners suggest that this literacy program will ultimately help English learners improve performance on ELPAC because it is designed to match text based upon student reading abilities, provides differentiation/personalization features, and adjusts the difficulty level over time. While this program will certainly benefit English learners, staff suggests that it will help other students who may be considered struggling readers.
- **Action 2, Action 2d:** As previously mentioned school staff want to support the English development of ELs while increasing their engagement in school related activities and course completion. To meet these needs, the school will utilize **BrainPOP and BrainPOP ELL** as an educational tool that will be integrated into the school’s English Language Development (ELD) Program. School staff indicates that this program can help ELs in several ways, including providing engaging animated videos, comprehension activities, vocabulary development, grammar instruction, writing and speaking practice, and cultural awareness. The school expects these services to improve the school’s ELPI and other engagement metrics (e.g., attendance, chronic absenteeism, drop out). Because of the engaging animated videos, other students can benefit from this program to learn course content, develop language skills, and make learning more fun.
- **Goal 2, Action 2e:** Based upon educational partner feedback and data analysis, many new students enroll several grade levels behind in reading and mathematics. Therefore, it is essential to accelerate academic skill development and close achievement gaps. To meet these needs, the school will provide **Edgenuity MyPath Individual Learning Plans (ILPs)** that provide targeted instruction and support tailored

to the specific needs of each learner. Educational research suggests that when this type of program is implemented with fidelity and supported by well-trained educators, they can accelerate learning, improve academic skills, and close achievement gaps for students from low-income backgrounds or historically marginalized groups. The school expects these services to increase the percentage of students meeting their individualized NWEA Spring Growth target.

- **Goal 2, Action 2f:** Based upon College and Career Readiness data, the school wants to increase the percentage of graduates who are meeting the CCI Prepared criteria. In addition, the school wants to close opportunity gaps that exists for English Learners. To meet these needs, the school will conduct **targeted recruitment of English Learners to participate in Honors and Advanced Placement (AP)** coursework. By recruiting ELs to participate in AP and Honors programs, the school is taking actionable steps to close potential opportunity gaps and promoting educational equity. The school expects these services to lead to an increase in the number of ELs taking advanced coursework and meeting the CCI Prepared criteria on the school dashboard. As the school creates flyers and disseminates information to the school community, these efforts will likely lead to other students seeing the benefits of advanced programs and greater participation schoolwide.
- **Goal 2, Action 2g:** School staff is committed to closing opportunity gaps that may exist for student groups in education. To meet these needs, the school's **Equity and Inclusion (E&I)** personnel will **coordinate a multi-faceted and comprehensive approach with the school community that prioritizes equity, inclusivity, and the success of all students**. These E&I strategies will include data analysis, monitoring, program development, professional development, training, collaboration, partner with community-based organizations, targeted support for underserved student groups, parent and family engagement, and a focus on continuous evaluation and improvement. The school expects these services to increase the percentage of graduates who are meeting the CCI Prepared criteria, particularly for unduplicated pupils.
- **Goal 2, Action 2h:** Teachers and counselors continue to report that many new students enroll because they are credit deficient and are not on-track to graduate with their high school cohort. To meet these needs, the school will provide **Edgenuity Prescriptive Testing** courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. Research indicates that credit recovery classes can support students' transitions to postsecondary education or the workforce. By enabling students to recover credits and graduate on time, these programs increase students' options and opportunities for further education or career pathways. The school expects these programs to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SSS has an enrollment of unduplicated pupils which exceeds 63.88% of total enrollment. The school's percentage to increase or improve services for unduplicated students is 20.84% and the estimated increased apportionment is \$951,858. Overall, services for English Learners,

Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. Targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement, and prepare for college/career pathways.

Of the Targeted Actions to Increase and Improve Services described within this plan, several are services that are provided only to **unduplicated students and their families**, which are considered a Limited Scope. These **Limited Scope** Actions are outlined below:

**Goal 1, Action 2: Evaluate and Support English Language Proficiency for English Learners:** This Targeted Action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. School instructional leaders will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

**Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This Targeted Action is based on data analysis of opportunity gaps and feedback from the school community. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism, and Credit Completion to inform the decision-making progress related to instruction, curriculum, E&I, and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 Metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

**Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This Targeted Action is based on data analysis conducted by educational partners and feedback related to professional learning needs. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to

academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2023-24, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department (ELAD). In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. Writing Redesigned for Innovative Teaching Equity (WRITE) is focused on enhancing teacher knowledge and skills in evidence-based instructional practices that promote effective literacy development. Research suggests that literacy training programs can help teachers develop a deep understanding of equity and culturally sustaining pedagogy, enabling them to create inclusive and equitable literacy instruction for historically underserved students. The school expects these services to positively impact students' language skills, comprehension, and overall literacy achievement (English Language Progress Indicator, EL Reclassification Rates, SBA ELA). And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. The school will partner with community-based organizations to provide training to enhance teachers' understanding of student experiences, enabling them to create more relevant and meaningful learning opportunities. Educational research indicates that training programs focused on contemporary issues often emphasize social-emotional learning, the importance of inclusivity, diversity, and cultural competence. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration, and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations, and student/parent satisfaction with their educational experience.

**Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. The Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. Students will also benefit from the newly created Mental Health and Wellness Hub that will integrate homeless and foster youth resources. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for students to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school, and supported. Effectiveness of these actions will be determined by analyzing Metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

**Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings, and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all these engagement opportunities, the school will recruit parents of English Learner students by using Zoom translation features, translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion (E&I) staff will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will coordinate transportation services to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, the school plans to continually monitor the effectiveness of these Targeted Actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. The school will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SSS is a charter school and does not have such comparison schools by which to calculate staff increases. The school, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, the school has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions. As outlined in Goal 1, Action 4, these additional support staff positions will provide additional and targeted tutoring to increase student progress and course completion rates for unduplicated pupils. These support staff positions can facilitate one-on-one and

small group instruction focused on improving student proficiency in Mathematics and English Language Arts. Educational partners believe that these additional support staff will help the school improve performance in Metrics related to student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is committed to enhancing recruitment strategies to find and retain high quality instructional support staff. HR has expanded their recruitment channels to tap into talent pools and connect with highly skilled individuals. HR utilizes EDJOIN, LinkedIn, and Handshake as recruitment platforms. In addition, HR participates in both virtual and in-person job fairs to find qualified applicants, posts flyers throughout the community, and partners with surrounding colleges and universities as recruitment efforts.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	110:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	23:1



## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,927,502	\$ 768,340	\$ -	\$ 589,214	5,285,056	\$ 4,039,158	\$ 1,245,898

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ -	\$ -	\$ -	\$ 6,479	\$ 6,479
1	2	Evaluate and Support English Language Proficiency for English Learners	English Learners	\$ 161,743	\$ 42,458	\$ -	\$ -	\$ 204,200
1	3	Academic Instruction and Support for All Students	All	\$ 870,974	\$ 156,652	\$ -	\$ 50,624	\$ 1,078,249
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 446,597	\$ 31,183	\$ -	\$ 283,099	\$ 760,880
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 630,818	\$ 357,031	\$ -	\$ 81,911	\$ 1,069,760
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 34,584	\$ 2,088	\$ -	\$ -	\$ 36,672
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 274,312	\$ 50,752	\$ -	\$ -	\$ 325,064
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 226,080	\$ 42,995	\$ -	\$ -	\$ 269,075
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 133,432	\$ 29,000	\$ -	\$ 66,878	\$ 229,310
2	3	College/Career Pathways for All Students	All	\$ 204,040	\$ 20,427	\$ -	\$ -	\$ 224,467
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 38,687	\$ 7,403	\$ -	\$ -	\$ 46,090
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 7,708	\$ 4,324	\$ -	\$ 15,888	\$ 27,919
4	1	Safe and Supportive Schools for All Students	All	\$ 78,996	\$ 3,702	\$ -	\$ 1,230	\$ 83,928
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 40,982	\$ 12,017	\$ -	\$ -	\$ 52,999
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 94,326	\$ 2,687	\$ -	\$ 14,644	\$ 111,656
5	1	Engagement Opportunities for All Students	All	\$ 663,355	\$ 5,623	\$ -	\$ 68,441	\$ 737,419
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 20,868	\$ -	\$ -	\$ 20	\$ 20,888

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,567,896	\$ 951,858	20.84%	0.00%	20.84%	\$ 1,138,986	0.00%	24.93%	<b>Total:</b>	\$ 1,138,986
								<b>LEA-wide Total:</b>	\$ 580,029
								<b>Limited Total:</b>	\$ 558,957
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 161,743	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 446,597	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 274,312	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	LEA-wide	English Learners & Low-Income	All	\$ 133,432	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 7,708	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 94,326	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 20,868	0.00%



## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,204,224.52	\$ 4,734,157.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ 24,831	\$ 6,170
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 95,252	\$ 99,426
1	3	Academic Instruction and Support for All Students	No	\$ 1,100,028	\$ 1,221,165
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 432,454	\$ 401,561
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 742,948	\$ 905,101
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 23,422	\$ 30,901
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 165,517	\$ 218,806
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 287,477	\$ 367,560
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 211,100	\$ 247,089
2	3	College/Career Pathways for All Students	No	\$ 193,852	\$ 170,893
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 113,032	\$ 176,085
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 13,636	\$ 18,990
4	1	Safe and Supportive Schools for All Students	No	\$ 41,339	\$ 51,029
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 58,477	\$ 68,074
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 73,239	\$ 140,215
5	1	Engagement Opportunities for All Students	No	\$ 620,178	\$ 603,950
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 7,440	\$ 7,143

**2022-23 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 838,250	\$ 743,575	\$ 1,140,373	\$ (396,798)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 88,337	\$ 99,426.00	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 256,344	\$ 401,561.19	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 158,602	\$ 218,805.81	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 180,593	\$ 247,089.45	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 7,627	\$ 18,989.80	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 52,073	\$ 147,357.93	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ -	\$ 7,143.00	0.00%	0.00%

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,336,632	\$ 838,250	0.00%	19.33%	\$ 1,140,373	0.00%	26.30%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.



**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).



**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:



After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).



- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## **Performance Standards**

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access

to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## **Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **7%**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 2 are provided below.

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts

- World Language

## OPTION 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>



**Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					<b>X</b>
ELD (Aligned to ELA Standards)					<b>X</b>
Mathematics – Common Core State Standards for Mathematics					<b>X</b>
Next Generation Science Standards					<b>X</b>
History-Social Science					<b>X</b>

**Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					<b>X</b>
Health Education Content Standards					<b>X</b>
Physical Education Model Content Standards					<b>X</b>
Visual and Performing Arts					<b>X</b>
World Language					<b>X</b>

### Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					<b>X</b>
Identifying the professional learning needs of individual teachers					<b>X</b>
Providing support for teachers on the standards they have not yet mastered					<b>X</b>

#### Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board. **N/A**

## **Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 3 are provided below.

### **Parental Involvement and Family Engagement (LCFF Priority 3)**

#### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	<b>5 – Full Implementation and Sustainability</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	<b>5 – Full Implementation and Sustainability</b>
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	<b>5 – Full Implementation and Sustainability</b>
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	<b>5 – Full Implementation and Sustainability</b>

### Building Relationships Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

The school engages educational partners in meaningful participation of the school's programs and systems of continuous improvement. The school partners with families to create a Pathways Personalized Education Plan (PPEP) for each student that reflects their strengths, learning style, interests, and post-secondary goals. In partnership with parents, school staff monitor student progress towards PPEP goals and systematically adjust throughout the school year. This process is built on an established trusting relationship between school and family whereas parents are provided with opportunities to provide input into their student's education plan and into the school's overarching goals, actions, and services. Results from the school's annual survey indicate that 99.2% of parents report being able to provide input and feedback to the school through multiple ways. Based on stakeholder Needs Assessment, the school has identified that a primary requirement of students and parents is a safe and supportive learning environment. Survey results indicate that 98.5% of parents and 98.8% of students report that their school is safe and supportive. Additionally, the school values the partnership between school staff and families as the foundation of parent and family engagement. Over 97.7% of parents report that they have a high satisfaction rate with their student's teacher. To further engage parents and families in the instructional program, the school has prioritized providing learning environments that are innovative and engaging. 98.5% of parents report that the school provides innovative and engaging learning environments.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. SSS regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct meaningful engagement, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families the schools will address needs on several fronts. School materials will be translated and of interpreters made available for calls and meetings. The school will issue continue to Chromebooks and internet data plans to households in need of home technology. Increased Family Learning Series offerings to families focused on how to best support their child in academics, college/career interests, instructional support and health and safety for

parents and families will be available. Utilization of Parent Square further provides communication and engagement of educational partners with the school.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	<b>5 – Full Implementation and Sustainability</b>
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	<b>5 – Full Implementation and Sustainability</b>
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	<b>5 – Full Implementation and Sustainability</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	<b>5 – Full Implementation and Sustainability</b>

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school provides professional learning and support to teachers, support staff, and leadership to improve the school's capacity to partner with educational partners and provide a high-quality education for every student. Currently, 100% of teachers have exceeded the school's goal to participate in at least 60 hours of professional learning. The school establishes formal partnerships with community-based organizations and non-profit organizations to provide services and support for students and families in the areas of family, food, housing, health, mental health, and college and career. The school has several formal partnerships providing services and support to families throughout the school year.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, the school is focused on providing students with additional counseling services to support and plan for post-high school pathways. The school will issue Chromebooks and internet data plans to households in need of home technology through the school's connect program, managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, a partnership with a local non-profit tutoring organization will provide additional academic tutoring opportunities for their students – particularly focused in Mathematics and ELA. To better facilitate school to home two-way communication and input with English Learner households, school materials will be translated as translators provided when needed.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

SSS is fully committed to continuously improving the engagement of underrepresented families with our partnerships supporting student outcomes. This includes working to increase community-based partnerships that support the needs of our educational partners. These include resources for academic, physical, and social emotional needs of students to eliminate barriers to each student successfully achieving their Personalized Pathway Educational Plan goals.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation



4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	<b>5 – Full Implementation and Sustainability</b>
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	<b>5 – Full Implementation and Sustainability</b>
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	<b>5 – Full Implementation and Sustainability</b>
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	<b>5 – Full Implementation and Sustainability</b>

### Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school engages educational partners in its processes for continuous improvement and prioritizes building capacity of staff and families to engage in advisory groups and decision making. The school provides training for School Site Council members annually and holds regular meetings to develop, refine, and update the LCAP Federal Addendum. The school provides training for English Learner Advisory Committee members annually and holds regular meetings to develop refine and update the English Learner Plan. The families of students in Special Education are engaged through the Community Advisory Committee that provides trainings, resources, supports, and feedback opportunities throughout the school year. The school holds a variety of Resource Center events that focus on family engagement and provide opportunities for input into the school's programs. Additionally, the school seeks input into the Local Control Accountability Plan (LCAP) through an annual survey. In 2022-2023 the school received input from nearly 300 students and parents and used the results in the development of the 2023-2024 LCAP.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

Educational partner input into decision making is actively sought through multiple venues. SSS will continue to seek to improve input into decision making from our educational partners through the implementation of parent square as a communication tool, soliciting input and educational partner feedback through annual engagement surveys, opportunities to participate in Parent nights, Senior nights, Family Learning opportunities, representation on the School Council, the English Language Advisory Committee, and involvement in College/Career week.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement, and college/career readiness data. Instructional staff utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program and opportunities for input and engagement. Interactive English Learners Advisory Committee (ELAC) meetings will seek to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. The school will provide translated materials and resources for parents and family members of English Learners.

## Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 6 are provided below.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

**1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

SSS administers an Annual LCAP Stakeholder Engagement Survey to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. Over the last five years, survey results indicate that the number one key requirement of students and parents is a safe and supportive learning environment. This requirement has directly impacted on the development of SSS's LCAP. In order to monitor the success of SSS's LCAP Goal 4: *Provide a Safe Environment and Supportive School Culture*, the school has established a metric of maintain or achieve a 90% or higher safety satisfaction rating. In 2022-2023, SSS exceeded this metric. Over 98.1% of students reported that they felt safe at SSS and 99.2% of parents reported that they feel their child is safe at SSS. Additionally, the school establishes metrics for suspension and expulsion rates to reflect the effectiveness of the school's Multi-Tiered Systems of Supports (MTSS) that incorporates academic, social/emotional, and behavioral supports and interventions. In 2022-2023 SSS's suspension rate was 0.0% and expulsion rate was 0.0%.

**2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

These metrics indicate that students' needs are being met in a positive and supportive learning environment that protects and encourages their participation and engagement in school. Confidence surveys show an increase after 90 days of enrollment in students' confidence in their ability and skills to learn and succeed in school and in their receiving of the support from their teacher to succeed in school compared to prior to enrolling.

**3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

In addition to an Annual LCAP Stakeholder Engagement Survey the LEA will also administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Educational partners have provided feedback that children and youth in transition need additional academic, physical, emotional, and mental health needs. To address these needs, a homeless and foster youth liaison will provide case management services to children and youth in transition and other vulnerable student groups. Research indicates that a dedicated homeless and foster youth liaison in schools can contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations.

## Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for LCFF Priority 7 are provided below.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

As of CBEDS 2022-2023 Sweetwater Secondary served 368 students in grades 7-12. The student demographics include:

- Percentage of Students with Disabilities: 19.0%
- Percentage of English Learners: 19.0%
- Percentage of Socioeconomically Disadvantaged: 70.8%
- Percentage of Homeless and Foster Youth (FY): 4.4%

SSS qualifies as a Dashboard Alternative School Status (DASS) program. This status holds schools accountable for the same state indicators, some with modified methods. The school is approved as a DASS school through the eligibility criteria of serving “high risk” student groups; the school has an unduplicated count of over 70% of students in that qualify as “high risk”, including credit deficient students and high transient students.

SSS uses the Pathways Personalized Education Plan (PPEP) process to plan, deliver and ensure all students across all student groups have access to a broad and rigorous course of study.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

The school's leadership team analyzes the results of the measures listed above annually. The results demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad and rigorous course of study. At our school, students take one to two courses at a time and students take the required grade level core courses within an academic school year. Course planning is individualized within the Pathways Personalized Education Planning (PPEP) Process. This process allows the instructional team to design a course plan based on the student's skill levels, interests, and post-high school goals. All courses leading to a high school diploma are UC-ag approved and NCAA approved. Students have access to Advanced Placement (AP) courses, honors courses, dual-enrollment and articulated courses, CTE courses and courses based on their PPEP. There are no differences in accessibility to courses across student groups at our school.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing SSS from providing access to a broad course of study for all students. Currently, 100% of the students have access to a broad and rigorous course of study. The school will continue to monitor its available course of study to ensure continued equitable access for all students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Due to the success the school has demonstrated in providing all students with access to a broad and rigorous course of study, no changes are currently planned. However, this data continues to be reviewed as part of our cycles of continuous improvement.



## Assumptions for Preliminary Operational Budget FY 2023-24

Sweetwater Secondary School is an independent study program. SSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like SSS, are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. SSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- \* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for SSS is 75.33%.
- \* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard – 2023-24 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFE Calculator, the rates below were used to build SSS’s Preliminary Operational Budget.

**Table 1:**

Description	FY 2023-24
Adjusted Grades 7-8 Base Grant	\$10,367
Adjusted Grades 9-12 Base Grant	\$12,015
Statutory Cost of Living Allowance (COLA)	8.22%
SSS’s Unduplicated Pupil Percentage (Rolling Average)	75.33%
District’s Unduplicated Pupil Percentage (SUHSD)	63.88%

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

Description	FY 2023-24 (Projected P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	415	429	392
CBEDS Enrollment	359	369	330
Students Served	574	575	552
ADA:			
Grade 7-8	44.59	45.81	34.61
Grade 9-12	333.06	342.18	319.74
<b>Total ADA</b>	<b>377.65</b>	<b>387.99</b>	<b>354.35</b>



**REVENUE PROJECTIONS****Table 3:**

Description	FY 2023-24
LCFF Sources	\$5,519,754
Federal Revenues	\$686,063
State Revenues Other than LCFF	\$803,123
Local Revenues	\$45,123
<b>Total Projected Revenues</b>	<b>\$7,054,063</b>

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 for (Lottery: Unrestricted).

- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

**ESSA: School Improvement (CSI) Funding for LEAs:**

SSS was granted 2022-23 ESSA CSI funds in the amount of \$178,351. The project period for this grant began on March 13, 2023 and ends on September 30, 2024.

SSS has included \$165,090 of its 2022-23 CSI funds in this budget. The remaining amount of \$13,261 will be spent in FY 2024-25.

### **Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. SSS's ESSER III revised allocation is \$498,245 and of that amount it spent \$95,992 in FY 21-22 and \$72,737 in FY 22-23. SSS included the remaining \$329,516 in its FY 23-24 budget.

**American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II)** is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth are able to attend school and participate fully in school activities. SSS's allocation amount is \$3,741. Of that amount, \$935 was apportioned in FY 2022-23 and SSS has included another apportionment of \$935 in its FY 2023-24 budget.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. SSS's allocation total is \$60,419 and of that amount it has spent the first 80% apportionment of \$48,335 in its FY 21-22 budget and the remaining 20% amounting to \$12,084 is included in its FY 23-24 budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$887.40 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$130 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. SSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.85 for Grades K-8 and \$55.17 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. SSS included \$320,738 in CTE grant funding for this fiscal year.

**NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY****Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*)	1100	13.94
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.36
Certificated Supervisor & Administrator	1300	1.65
Other Certificated Teacher Resource (CTR)	1900	6.00
Instructional Aide's Salaries	2100	4.00
Classified Support (Admin Support)	2200	0.27
Classified Supervisor & Administrator	2300	0.77
Clerical, Technical & Office Staff	2400	4.75
Other Classified Salaries	2900	0.11
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>32.85</b>

\* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2023-24, we estimated the Special Ed population at 25.4%.

**EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		26.68%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$ 4,500			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.16%	1.16%

## **NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700**

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. SSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

## **PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800**

The total budget amount for Object Code 5800 is \$914,712 representing 12.97% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

### **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), SSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of SSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. SSS has deployed an integrated marketing plan to support organizational growth. To reach SSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2023-24, SSS has allocated \$105,811 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

### **DISTRICT OVERSIGHT FEES**

SSS will pay its authorizer (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

SSS has budgeted \$55,198 for FY 2023-24 for oversight fees.

**RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES  
4300 AND 5200**

SSS has allocated \$26,796 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

**RESERVES**

SSS has allocated reserves of \$352,704 for FY 2023-24 representing 5% of total revenues of \$7,054,062.

**FACILITIES**

SSS carries contractual lease agreements with an annual cost of \$341,839 for FY 2023-24. The total cost of the current lease contracts from July 2023 thru the end of the lease term (Year 2031) is \$2,128,401.



**Preliminary Operational Budget  
FY 2023-24**

**REVENUES**

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
<b>LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES</b>			
LCFF State Aid - Current Year	8011	+ \$	5,444,224.00
Education Protection Account (EPA)	8012	+	75,530.00
<b>TOTAL, LCFF SOURCES</b>		<b>= \$</b>	<b>5,519,754.00</b>
<b>FEDERAL REVENUES</b>			
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ \$	47,970.00
Special Ed: Mental Health Level III	8181	+	33,941.00
Comprehensive Support and Improvement Grant (CSI)	8290	+	165,090.00
Title I, Part A - Improving Basic Programs	8290	+	78,967.00
Title II, Part A - Supporting Effective Instruction	8290	+	11,638.00
Title III, Part A - English Learner Student Program	8290	+	8,006.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00
CARES Act - Elementary and Secondary School Relief (ESSER) III	8290	+	229,867.00
CARES Act - Elementary and Secondary School Relief (ESSER) III: Paraprofessional	8290	+	99,649.00
ARP - Homeless Children & Youth II	8290	+	935.00
<b>TOTAL, FEDERAL REVENUES</b>		<b>= \$</b>	<b>686,063.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>			
Mandate Block Grant	8550	+ \$	19,787.00
Lottery: Unrestricted	8560	+	67,055.00
Lottery: Instructional Materials	8560	+	26,428.00
Career Technical Education Incentive Grant	8590	+	320,738.00
Educator Effectiveness Block Grant	8590	+	12,084.00
Special Education	8792	+	335,127.00
Special Education: Mental Health Services - Level 2	8590	+	21,904.00
<b>TOTAL, OTHER STATE REVENUES</b>		<b>= \$</b>	<b>803,123.00</b>
<b>LOCAL REVENUES</b>			
Interest Income	8660	+ \$	42,498.00
All Other Local Revenue	8699	+	2,625.00
<b>TOTAL, LOCAL REVENUES</b>		<b>= \$</b>	<b>45,123.00</b>
<b>TOTAL, REVENUES</b>		<b>\$</b>	<b>7,054,063.00</b>



**Preliminary Operational Budget  
FY 2023-24**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
<b>CERTIFICATED SALARIES</b>			
Certificated Teachers' Salaries	1100	+ \$	1,478,338.00
Certificated Pupil Support Salaries	1200	+	183,292.00
Certificated Supervisors' & Administrators' Salaries	1300	+	275,705.00
Other Certificated Salaries	1900	+	228,456.00
<b>TOTAL, CERTIFICATED SALARIES</b>		<b>= \$</b>	<b>2,165,791.00</b>
<b>CLASSIFIED SALARIES</b>			
Classified Instructional Salaries	2100	+ \$	86,412.00
Classified Support Salaries	2200	+ \$	15,827.00
Classified Supervisors' & Administrators' Salaries	2300	+	131,620.00
Clerical, Technical and Office Staff Salaries	2400	+	283,719.00
Other Classified Salaries	2900	+	12,314.00
<b>TOTAL, CLASSIFIED SALARIES</b>		<b>= \$</b>	<b>529,892.00</b>
<b>EMPLOYEE BENEFITS</b>			
STRS Retirement	3100	+ \$	419,020.00
PERS Retirement	3200	+	133,896.00
Social Security/Medicare	3300	+	70,203.00
Health and Welfare	3400	+	1,064,383.00
Unemployment Insurance	3500	+	1,348.00
Workers Compensation	3600	+	31,270.00
<b>TOTAL, EMPLOYEE BENEFITS</b>		<b>= \$</b>	<b>1,720,120.00</b>
<b>TOTAL, PERSONNEL COST</b>		<b>\$</b>	<b>4,415,803.00</b>



**Preliminary Operational Budget  
FY 2023-24**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
<b>BOOKS AND SUPPLIES</b>			
Textbooks and Core Curricula Materials	4100	+ \$	79,482.00
Books and Other Reference Materials	4200	+	8,775.00
Materials and Supplies	4300	+	124,215.00
On-Line Courses	4312	+	25,967.00
Research and Development	4313	+	6,636.00
Noncapitalized Equipment	4400	+	126,047.00
Food	4700	+	14,644.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		<b>= \$</b>	<b>385,766.00</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>			
Travel and Conference	5200	+ \$	31,832.00
Research and Development Travel	5202	+	20,160.00
Dues and Memberships	5300	+	25,408.00
Liability Insurance	5400	+	27,800.00
Operations and Housekeeping Services	5500	+	164,704.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	490,288.00
Professional/Consulting Services/Operating Exp.	5800	+	808,901.00
Marketing Fees	5812	+	105,811.00
Communications	5900	+	71,972.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		<b>= \$</b>	<b>1,746,876.00</b>
<b>CAPITAL OUTLAY</b>			
Depreciation - Equipment	6900	+ \$	131,404.00
Depreciation - Leasehold Improvement	6900	+	19,703.00
<b>TOTAL, CAPITAL OUTLAY</b>		<b>= \$</b>	<b>151,107.00</b>
<b>OTHER OUTGO</b>			
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$	1,807.00
<b>TOTAL, OTHER OUTGO</b>		<b>= \$</b>	<b>1,807.00</b>
<b>RESERVES</b>			
Operational Reserve	9780	+ \$	176,352.00
Reserve for Economic Uncertainties	9789	+	176,352.00
<b>TOTAL, RESERVES</b>		<b>= \$</b>	<b>352,704.00</b>
%			<b>5%</b>
<b>TOTAL, EXPENDITURES</b>		<b>\$</b>	<b>7,054,063.00</b>





**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Sweetwater Secondary School**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Sweetwater Secondary School** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 22, 2023

\_\_\_\_\_  
Secretary



**Education Protection Account**  
Expenditure Plan for FY 2023-24

**Expenditures Through: June 30, 2024**  
For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
<b>Projected Amount Available for this Fiscal Year:</b>	8012	\$ 75,530.00
<b>Total Projected EPA Entitlement</b>		\$ <b>75,530.00</b>
<b>Projected Expenditures:</b>		
<b>For Teachers' Salaries and Benefits Only</b>		
Certificated Teachers' Salaries	1100	\$ 43,753.87
Retirement: STRS	3111	\$ 8,356.99
Medicare	3321	\$ 638.95
Health & Welfare	3401	\$ 21,933.18
Unemployment Insurance	3501	\$ 21.94
Workers' Compensation Insurance	3601	\$ 511.23
Mileage Allowance	5200	\$ 313.84
<b>Total Projected Expenditures</b>		\$ <b>75,530.00</b>
<b>Balance (Total Available minus Total Expenditures)</b>		\$ -